

EDUCATION/LICENSING COMMITTEE MEETING

AGENDA

Hilton San Diego Mission Valley
901 Camino del Rio South
San Diego, CA 92108
(619)543-9000

October 12, 2011

Wednesday, October 12, 2011 - 10:00am - 1:00pm

1.0 REVIEW AND APPROVE MINUTES:

➤ August 10, 2011

1.1 RATIFY MINOR CURRICULUM REVISION

- 1.1.1 California State University, Bakersfield, Baccalaureate Degree Nursing Program
- 1.1.2 California State University, Los Angeles, Baccalaureate Degree Nursing Program
- 1.1.3 San Diego State University Baccalaureate Degree Nursing Program
- 1.1.4 University of San Diego – Hahn School of Nursing and Health Sciences Entry Level Master's Degree Nursing Program
- 1.1.5 Bakersfield College Associate Degree Nursing Program
- 1.1.6 College of the Siskiyous Associate Degree Nursing Program
- 1.1.7 Glendale Community College Associate Degree Nursing Program
- 1.1.8 ITT Technical Institute Rancho Cordova Associate Degree Nursing Program
- 1.1.9 Los Angeles County College of Nursing and Allied Health Associate Degree Nursing Program
- 1.1.10 Los Angeles Southwest College Associate Degree Nursing Program
- 1.1.11 Los Angeles Valley College Associate Degree Nursing Program
- Progress Report:**
- 1.1.12 Charles Drew University of Medicine and Science Entry Level Master's Degree Nursing Program
- 1.1.13 Porterville College Associate Degree Nursing Program
- 1.1.14 Riverside City College Associate Degree Nursing Program

1.2 PROGRESS REPORT FROM UNITED STATES UNIVERSITY ENTRY LEVEL MASTER'S DEGREE PROGRAM

1.3 CONTINUE APPROVAL OF PRELICENSURE NURSING PROGRAM

- 1.3.1 University of California, Los Angeles, Baccalaureate Degree Nursing Program and Entry Level Master's Degree Option
- 1.3.2 Western Governors University Baccalaureate Degree Nursing Program
- 1.3.3 Golden West College Associate Degree Nursing Program
- 1.3.4 MiraCosta College Associate Degree Nursing Program
- 1.3.5 San Diego City College Associate Degree Nursing Program

1.4 CONTINUE APPROVAL OF ADVANCED PRACTICE NURSING PROGRAM

1.4.1 University of California, Los Angeles, Nurse Practitioner Program

1.5 MAJOR CURRICULUM REVISION

1.5.1 California State University, Los Angeles, Baccalaureate Degree Nursing Program

1.5.2 Grossmont College Associate Degree Nursing Program

1.5.3 Riverside City College Associate Degree Nursing Program

1.5.4 Sacramento City College Associate Degree Nursing Program

1.6 REGULATORY PROPOSAL: CALIFORNIA CODE OF REGULATIONS, ARTICLE 10 SPONSORED FREE HEALTH CARE EVENTS – REQUIREMENTS FOR EXEMPTION

1.7 2010-2011 ANNUAL SCHOOL SURVEY UPDATE

1.8 LICENSING PROGRAM REPORT

1.9 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

NOTICE: All times are approximate. Meetings may be canceled without notice. For verification of meeting, call (916) 574-7600 or access the Board's Web site www.rn.ca.gov under "Meetings."

The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting the Administration Unit at (916) 574-7600 or email webmasterbrn@dca.ca.gov or send a written request to the Board of Registered Nursing Office at 1747 North Market Suite 150, Sacramento, CA 95834. (Hearing impaired: California Relay Service: TDD phone # (916) 322-1700). Providing your request at least five (5) business days before the meeting will help to ensure the availability of the requested accommodation.

Board members who are not members of this committee may attend meetings as observers only, and may not participate or vote. Action may be taken on any item listed on this agenda, including information only items. Items may be taken out of order for convenience, to accommodate speakers, or maintain a quorum.

The public will be provided an opportunity to comment on each agenda item at the time it is discussed; however, the committee may limit the time allowed to each speaker.

**BOARD OF REGISTERED NURSING
EDUCATION/LICENSING COMMITTEE MINUTES**

DATE: August 10, 2011
TIME: 10:05 AM to 12:45 PM
LOCATION: Department of Consumer Affairs
1625 North Market Blvd.
Hearing Room S-102
Sacramento, CA 95834

DRAFT

PRESENT: Darlene Bradley, PhD(c), MSN, CNS, CCRN, CEN, FAEN, RN
Kathrine M. Ware, MSN, RN, ANP-C

STAFF PRESENT: Louise Bailey, MEd, RN, EO; Miyo Minato, MN, RN, SNEC; Badrieh Caraway, NEC; Katie Daugherty, MN, RN, NEC; Kelly McHan, MPH, RN, NEC; Shelley Ward, MPH, RN, NEC; Kay Weinkam, MS, RN, NEC; Janette Wackerly, MBA, RN, SNEC; Geri Nibbs, MN, RN, NEC; Leslie Moody, MAEd, MSN, RN, NEC; Bobbi Pierce, SSM1 Licensing; Julie Campbell-Warnock, Research Program Specialist; Carol Stanford, Diversion Program; Stacie Berumen, AEO; Judy Corless, Board Member.

Kathrine Ware substituted as chair for Dr. Catherine Todero who was unable to attend this meeting. Ms Ware called the meeting to order at 1005 AM and introduced herself. Darlene Bradley, the other committee member present, introduced herself. Due to lack of quorum this meeting was conducted as a sub-committee meeting and did not take actions but reviewed and heard the information presented to formulate recommendations to be forwarded to the Board. All Recommendations were agreed upon by both committee members present.

9.0 ACCEPTANCE OF MINUTES

- May 18, 2011 minutes

RECOMMENDATION: Accept the Minutes of May 18, 2011 as presented.

Public input: None

9.1 RATIFY MINOR CURRICULUM REVISION

- 9.1.1 California State University, Channel Islands, Baccalaureate Degree Nursing Program, Santa Barbara Extended Campus
- 9.1.2 California State University, Fresno, Baccalaureate Degree and Entry Level Master's Degree Nursing Programs
- 9.1.3 Mount St. Mary's College Baccalaureate Degree Nursing Program
- 9.1.4 Simpson University Baccalaureate Degree Nursing Program
- 9.1.5 Western Governors University Baccalaureate Degree Nursing Program
- 9.1.6 American River College Associate Degree Nursing Program
- 9.1.7 Butte College Associate Degree Nursing Program
- 9.1.8 Carrington College California LVN-RN Associate Degree Nursing Program
- 9.1.9 Grossmont College Associate Degree Nursing Program
- 9.1.10 ITT Technical Institute, Rancho Cordova Campus, Associate Degree Nursing Program
- 9.1.11 Los Medanos College Associate Degree Nursing Program
- 9.1.12 Monterey Peninsula College Associate Degree Nursing Program
- 9.1.13 Napa Valley College Associate Degree Nursing Program
- 9.1.14 Saddleback College Associate Degree Nursing Program
- 9.1.15 Santa Ana College Associate Degree Nursing Program

August 10, 2011

9.1.16 Santa Barbara City College Associate Degree Nursing Program

9.1.17 Sierra College Associate Degree Nursing Program

Progress Report:

9.1.18 National University Baccalaureate Degree Nursing Program

9.1.19 Western Governors University Baccalaureate Degree Nursing Program

9.1.20 United States University Entry Level Master's Degree Program

L. Moody, NEC presented this report.

RECOMMENDATION: Ratify Minor Curriculum Revisions

Public input: None

9.2 PROGRESS REPORT FROM UNITED STATES UNIVERSITY ENTRY LEVEL MASTER'S DEGREE PROGRAM

Pilar DeLaCruz-Reyes, RN, MSN, Program Director and Edith Neumann, PhD, Provost/CAO, represented the program.

L. Moody, NEC presented this report. Dr. Elisabeth Hamel was the Interim Program Director for the United States University ELM Degree Nursing Program through July 30 and now serves as the Assistant Program Director. Pilar DeLaCruz-Reyes has assumed the position of program director effective July 30, 2011 with BRN approval. Currently, much of her time is spent in a remote location but at the end of August she will relocate to Chula Vista near the school campus. The new director has quickly responded to requests for information and intervention in response to issues which have occurred during her first week of active employment.

A continuing approval visit was conducted at the United States University (USU) ELM Program on June 8 – 9, 2011 by NECs Leslie Moody and Miyo Minato, and Louise Bailey, Executive Officer, following receipt of complaints from students of USU's Cohort II Class of March 2011. There were findings of nine areas of noncompliance, involving 14 sections:

- Program Resources: Sec 1424(d);
- Assistant Director: Sec. 1424(f) and 1425(b)
- Faculty Responsibilities: Sec. 1424(g) and 1424(j)
- Faculty Qualifications: Sec. 1424(h) and 1425(f), 1425.1(a), 1425.1(d)
- Curriculum: 1426(b)
- Concurrent Theory and Clinical 1426(d)
- Clinical Facility: 1427(b)
- Student Participation: 1428
- Policy Relating to Eligibility for Examination: 1428.6(b)

Also, three recommendations were made: Sec. 1424(b) Policies and Procedures; 1424(b)(1) Evaluation; and 1424(c) Organizational Chart. (see attached Report of Findings)

All findings of noncompliance and recommendations made were reported to the Board at the June 15, 2011 meeting. Representatives of USU were present including Dr. Yoram Neumann, President/CEO, Dr. Edith Neumann, Provost, and Dr. Elisabeth Hamel, Interim Program Director. BRN staff provided a verbal report. USU staff provided additional information in response to questions from the Board. Public input was heard from USU Cohort II students and their legal counsel in addition to other members of the public. After hearing all input the Board voted the following actions:

- To place United States University Entry Level Master's Degree Nursing Program on Warning Status with intent to remove Board approval.
- No new admission of students into the USU nursing program.

August 10, 2011

- The University is to take immediate corrective action to provide the 96 hours of supervised pediatrics experience for each of the 39 students in Cohort II. A priority is to be given to those students who have already taken the NCLEX Licensing Examination and/or are waiting to start employment.
- To submit a progress report to the Board addressing the areas of noncompliance and be present at the Board meeting September 2011.

Following the Board meeting, the program was experiencing difficulty with setting up the pediatric clinical rotations for students of Cohort II and requested assistance from the BRN. Miyo Minato, Supervising Nursing Education Consultant spent three days June 20-22 on site at United States University providing guidance and assistance to program staff. As of June 30, the program achieved securing and scheduling appropriate clinical sites, and hiring of additional pediatric faculty so that all Cohort II students can complete their pediatric clinical rotation.

On July 18 a phone call was received from a Cohort II student regarding the prior weekend clinical rotation shifts completed at Balboa Naval Hospital. Dr. Hamel, interim program director, was contacted regarding the student concern and it was revealed by Dr. Hamel that an unapproved faculty had been assigned and taught clinical rotations from July 11-17, 2011.

Dr. Edith Neumann, USU Provost, was contacted and advised of this incident of noncompliance, and she was advised that there could be no instances of noncompliance with any of the BRN requirements. Dr. Neumann provided additional documentation to substantiate the applicant's experience with a completed faculty approval request and the faculty applicant was subsequently approved. Dr. Neumann provided reassurance that there would be no further incidents of noncompliance as she would provide close supervision of the nursing program.

A progress report has been received from the program to identify actions taken in response to the areas of noncompliance and recommendation identified during the June 2011 visit. Clinical rotations have been scheduled and are being completed for the cohort 2 students' pediatric experience, and the school is submitting amended documentation to the BRN licensing unit as each student completes their rotations.

On August 1, 2011 a student from the non-citizen subcohort of primary Cohort 2 called to report that their El Centro Medical Center pediatric clinical rotations had been cancelled two weeks prior and students had not yet received news regarding scheduling at an alternate location. When Dr. Edith Neumann, Provost, was contacted, she confirmed that the rotations had been cancelled by the clinical facility and attempts were being made by the program to establish a clinical relationship with a new facility. A new facility was subsequently secured and BRN approved on August 8, and students of this subcohort have now been scheduled to complete their pediatric clinical rotations by the end of August. The same student also reported that students had no person to contact within the nursing program to report concerns. Upon being informed of this, new director Pilar DeLaCruz-Reyes provided her personal cell phone number to the students.

On August 3, 2011 a student from a subcohort (8 students) of primary Cohort 2 called to report that the subcohort had been offered the opportunity by the instructor to leave early on each of three days of their July pediatric clinical rotation. The instructor advised that students would have to unanimously vote in favor this in order for them to be able to leave early each clinical day. All students agreed and the instructor released them from clinical 2 hours early on Monday, July 26, 2 hours early on Tuesday, July 27, and 3.5 hours early on Wednesday, July 28. The student additionally expressed concern that part of

August 10, 2011

their clinical rotation was spent in the NICU – the program had previously been advised on more than one occasion that NICU was not an appropriate clinical assignment to achieve the program’s approved pediatric course learning objectives. All of this was reported to Dr. Elisabeth Hamel who responded that an investigation would be conducted and faculty would again be reminded that NICU is not an appropriate clinical placement for pediatric clinical objectives. These issues were also discussed with the new program director, Pilar DeLaCruz-Reyes, who planned to counsel students and faculty involved, and immediately develop a plan for make-up of lost clinical hours for this subcohort.

The program continues to operate without any full-time faculty. Content experts have been identified (part-time faculty) for four of the content areas but the program continues without a content expert for psych/mental health. The new program director is aware of this and has stated that hiring of full-time faculty is a high priority.

NCLEX results for the year 2009-10 were 62.5% first-time test takers pass, 2010-11 71.43% and quarter 04/01/11-06/30/11 75% (18/24). The results are all below BRN established performance threshold, but are trending upward which is likely due to recent program instructional changes including application of ATI tools and requiring minimum ATI test performance for program progression and exit.

Board members asked program representatives for updates on their actions. Pilar DeLaCruz, Program Director, expressed commitment to correcting all deficiencies and reported that students and faculty had been counseled regarding compliance with BRN requirements, she has implemented regular communication with program students and staff via a news bulletin distributed weekly, and has secured arrangements for the non-citizen Cohort 2 students to complete their pediatric clinical hours by August 17, 2011. Board members expressed concern that problems continued to be revealed to the Board via student report and asked how the program plans to more effectively provide oversight. The program director advised that she will be on site full time beginning at the end of August. Louise Bailey, EO, asked whether the program planned to hire full-time faculty and the program director advised that this will be managed as a top priority. Kathrine Ware advised the program representatives that the Board will be expecting to hear evidence of meaningful change at the September 2011 meeting and directed the program to provide updated information regarding all current student clinical placements. Darlene Bradley expressed concern regarding below threshold NCLEX performance and the program director concurred but noted that performance is improving. Louise Bailey requested an update regarding licensure status of the 39 Cohort 2 students - Leslie Moody provided information from Licensing unit: 9 of the student files are ready for release (8 of these had previously been issued licenses); 8 applicant files are on hold as they are the subcohort of students that did not attend all pediatric rotation hours; 10 files are on hold awaiting documentation from the program to update their files.

RECOMMENDATIONS:

- **Continue Warning Status With Intent to Remove Board Approval**
- **Continue to restrict program from admitting any new students**
- **Program to provide progress report to Board at September 14, 2011 meeting**

Public input: None

9.3 CONTINUE APPROVAL OF PRELICENSURE NURSING PROGRAM

9.3.1 California State University, Dominguez Hills, Entry Level Master’s Degree Program

Patricia A. Hinchberger, EdD, RN, APRN CNS, MEPN Director, Dr. Rose Aguilar Welsh, Acting Director, Dr. Mitchell Maki, Acting VP/Provost, and Dr. Anupama Joshi, Acting Dean-College of Professional Studies represented the program.

August 10, 2011

M. Minato, SNEC presented this report. The MEPN Program is the university's first pre-licensure nursing program, which received initial approval in 2006 and graduated their first cohort of 24 graduates in December 2007 (18 month curriculum). The NCLEX pass rate for 2008-09 was 79.17% (19/24 passed). Subsequent pass rate for 2009-10 decreased to 65.38%, for which the program submitted a plan of corrective action that included revision of admission requirements and the curriculum, and was approved in August 2010. The pass rate for 7/1/2010-9/30/2010 Quarter result was 80.65% (25/31 passed).

Starting with the group of students admitted in Fall 2010, the length of the program was increased to 24 months with clinical hours added to qualify graduates for the CNL certification.

On April 4 – 6, 2011, Miyo Minato and Carol Mackay, NECs, conducted the MEPN Program's first continuing approval visit. There were eight areas of non-compliance identified and five recommendations were made. Non-compliances were Sections: 1424(d) Resources; 1424(e) Director/Asst. Director release time; 1424(g) Faculty responsibility; 1424(h) Adequate faculty, include Content Expert, 1425(f) Content Expert qualifications; 1425(1)(a) Faculty responsibilities; 1426(d) Curriculum, concurrent theory and clinical; 1426(f) Evaluation tool; and 1428 Student Participation. Recommendations were made to strengthen curriculum: Section 1424(a) Philosophy; 1426(b) Unifying theme; 1426(g)(2) Simulation; 1426.1 Preceptorship; and 1424(b) Total Program Evaluation.

The program's self study report identified lack of core full time faculty within the MEPN program as a major problem area. Although there were four full-time faculty within the MEPN program, there were only one FT faculty and 23 PT faculty teaching the prelicensure courses. The Director, with a teaching load, was the primary full-time faculty for MEPN that reviewed and updated all prelicensure course syllabi. There was no organizational structure within the MEPN program for faculty to regularly have meetings for curricular and course related issues, other than an annual retreat where recommendations for changes were discussed. Although schedule of content for the course was in the course syllabi, weekly objectives and other information that would facilitate students' learning were not clearly identified. There was no mechanism established for the theory and clinical faculty members to communicate and coordinate the application of nursing content in the clinical area.

Meetings with both cohorts of students (40 admitted annually) reported similar problems. While students praised some faculty for excellent teaching, most reported problems with inconsistent clinical course requirements and learning experiences that depended on the clinical faculty as to what was taught. Inconsistent learning among the clinical groups within the same clinical course was a major concern. Some students reported receiving a syllabus while others reported they received it from classmates. Both groups reported that they wanted to see changes in their program. The number one suggestion by students for improvement was to have more full-time faculty.

The MEPN Program is definitely meeting the community's needs in that they are admitting qualified second-degree applicants into their program, and adding to much needed cultural diversity in nursing. Students verbalized that they know the program has great potential and wanted to see changes that would strengthen their program. The Administration of the university is committed to providing what is needed to correct deficiencies. The NECs met separately with the Dean and Provost and reported the gravity of the findings and discussed strategies to address the areas of non-compliance.

On July 1, 2011, the program submitted a progress report which addressed all areas of non-compliance and recommendations. The program has worked with Dr. Judy Pappenhausen as their consultant to assist them with the program reorganization and curricular needs. Significant progress has been made in all areas cited during the visit. Each area reported in the progress report conveyed what has been completed and the timeline to take corrective actions for full compliance. The Resource needs, particularly the full time faculty, release time for director and assistant director, and staff support have been addressed and positions allocated. The report indicated some positions already filled, while others such as hiring of full time/lead faculty are currently pending. The timeline for corrective actions not completed appears reasonable and the program plans for full compliance in Fall 2011. The program will

August 10, 2011

submit revised course syllabi to the NEC as they are completed. NEC recommendation is to defer action to continue approval of California State University, Dominguez Hills, Entry Level Master's Degree Nursing Program. Final progress report due to NEC in February 2012 to be placed on the March 2012 ELC Agenda.

Board members asked question regarding resources and enrollment pattern. The program advised that 4 new full-time faculty positions and three clerical staff positions have either been filled or will be filled through current active recruiting, and that 40 students are admitted each program cycle. Louise Baily questioned whether 3 units of release time was adequate for the program director to manage the program. The program director advised that it was not adequate, especially in the current absence of an assistant director. Dr. Maki committed that the program director could have 6 units of release time beginning now and continuing until an assistant director is hired. Darlene Bradley expressed that she was glad to see the program was seriously responding to deficiencies identified during the visit.

RECOMMENDATION: Defer action to continue approval of California State University, Dominguez Hills, Entry Level Master's Degree Nursing Program. Final progress report due to NEC in February 2012 to be placed on the March 2012 ELC Agenda.

Public input: None

9.3.2 California State University, Fresno, Baccalaureate and Entry Level Master's Degree Programs

Michael F. Russler, Ed.D., RN, FNP, Chair, Department of Nursing represented the program.

K. Wenkam, NEC presented this report. Nursing Education Consultants Carol Mackay and Kay Weinkam conducted a regularly scheduled continuing approval visit March 14-6, 2011. The program was found to be in non-compliance with Regulations 1424(h) and (j), and 1425 and 1425(f) related to administration and organization of the nursing program and faculty, and 1427(a) related to clinical facilities. Five recommendations were made related to the evaluation plan, 1424(b)(1); resources 1424(d) and (f); 1427(c) Clinical Facilities; and 1429(b) Licensed Vocational Nurses. A summary Report of Findings was presented. Dr. Russler and faculty have been addressing these issues and have been providing additional information to the consultant on a regular basis since the conclusion of the visit. The program's formal response, submitted June 6, 2011, was presented with supporting materials which reflect progress toward addressing the areas of non-compliance.

Funding had originally been provided only for one cohort of entry level master's degree students which graduated in May 2009. However, there has been additional demand for and support of the program, so that forty-four students in the second cohort were admitted and completed the prelicensure program in December 2010, and a third cohort admitted spring 2011. The licensing exam pass rate for the first cohort is 83%. The program's NCLEX pass rate for first-time test takers of the baccalaureate program across the five academic years previous to the approval visit ranges from 75% (2005-2006) to 91% (2009-2010) for an average of 85%.

The Department of Nursing is celebrating its 50th Anniversary and is recruiting for membership in its Nursing Alumni Chapter which will further contribute to the program's impact on the community. Among the program's strengths is that it receives exceptional support from the College of Health and Human Services in the areas of improved classrooms such as the 82-seat dedicated distance learning nursing lecture hall, instructional technology, and clinical laboratory facilities, including the newly completed Knorr Simulation Laboratory, for students; resources for maintaining the expanded enrollment that has occurred since the last approval visit; grants; and faculty development opportunities including assistance to those six faculty who are currently enrolled in doctoral programs.

A progress report is requested for receipt by December 16, 2011.

Board members asked for clarification regarding the acronym NRC which was clarified as meaning Nursing Resource Center which includes skills lab, practice areas and other resources. Board members also asked for clarification regarding enrollment pattern which was advised to be 55-65 students per cohort with combined BSN and MEPN students for this Fall term. Darlene Bradley complimented the program on their efforts and noted that it is resulting in moving the program in a positive direction. Dr. Russler acknowledged the benefit of the approval visits and the helpfulness of the NECs involved.

RECOMMENDATION: Continue Approval of California State University, Fresno, Baccalaureate and Entry Level Master's Degree Programs with progress report due December 16, 2011.

Public input: None

9.4.1 California State University, Fresno, Nurse Practitioner Programs

Dr. Michael Russler, Chair, represented the program.

K. Weinkam, NEC presented this report. Dr. Robert Fire is director of the Nurse Practitioner Programs at California State University, Fresno.

The CSUF NP program was first established in May 1983. Since then, there have been 436 graduates. At this time, CSUF NP program prepares nurse practitioners for advanced practice in primary care for several distinct populations: Family Nurse Practitioner, Pediatric Nurse Practitioner and Geriatric Nurse Practitioner. Due to low enrollment,, the GNP option was last offered in 2001. Currently, there are 50 students enrolled in the FNP option and nine students are enrolled in the PNP option. A total of 10 faculty members teach in the NP program; seven full time faculty members and three part time faculty members.

Kay Weinkam and Carol Mackay, NECs, conducted a continuing approval visit at CSUF Nurse Practitioner Program on March, 14-16, 2011. The program was found in non-compliance with three of the Board's regulations: CCR Section 1484(c)(4) – Current Clinical Practice; CCR Section 1484(d)(7) – Program Unit Requirement; and, CCR Section 1484(d)(11) -Preceptors. Two recommendations were made: CCR Section 1484(d)(5) – Philosophy; and, CCR Section 1484(d)(12)(P) – Legal Aspects. The areas of non-compliance and recommendations were summarized in attached reports. CSUF submitted a response to the areas of non-compliance and recommendations from the visit in a letter dated June 6, 2011 which was provided as an attachment.

The areas of non compliance were addressed as follows.

- All NP clinical faculty assigned to teach Fall 2011 are currently practicing as nurse practitioners.
- A three unit course has been added to both the FNP and PNP options. The curriculum for each of these tracks is now 32 semester units. The total number of units for the MSN/NP program equals 40 semester units.
- The Department of Nursing has reviewed and reinforced the procedures and policy of departmental responsibility for preceptor identification, contact initiation and maintenance, appropriate clinical placement, and assessment of preceptor credentials.

With respect to the two recommendations, Neuman Systems Model was incorporated into the NP curriculum. Standardized Procedure content was also strengthened across the curriculum.

August 10, 2011

At this time, the CSU Fresno NP program is in compliance with BRN regulations. The staff recommendation is for continued approval of California State University Fresno, Nurse Practitioner Program.

RECOMMENDATION: Continue approval of California State University, Fresno, Nurse Practitioner Programs

Public input: None

9.3.3 Butte College Associate Degree Nursing Program

Susan Craig, MSN, RN, Program Director represented the program.

K. Daugherty, NEC presented this report. Susan Craig, MSN, RN, has served as the Program Director since October 2009. This program was initially approved (1983) as an LVN to RN advanced placement option. In 2002, Butte College offered an LVN to RN extended campus option in the Susanville area to meet nursing shortage needs, but subsequently suspended the extended campus option after one admission cycle due to low enrollment, limited clinical sites and insufficient local qualified faculty. In 2004, the generic associate degree program option was added on the Oroville main campus. Typical nursing program enrollment is 210-240 students. Attrition rates have been below 20% and over the past three or four years ranged from 7-12%. The program's five year cumulative averaged NCLEX pass rate is 77.6 %. The annual pass rate for the most recent academic year, July 1, 2010-June 30, 2011 is 82.88 %. The program and graduates enjoy an excellent reputation in the community and among local employers.

A continuing approval visit was conducted from May 10-12, 2011 by K. Daugherty. One area of non-compliance--CCR 1424 Program Administration was identified and three recommendations, CCR 1420/1424 Program Administration, CCR 1420/1425 Faculty and CCR 1426 Curriculum were made as detailed in the presented consultant and summary of findings reports. The program has taken immediate action to correct the area of non-compliance and address the visit recommendations. Sufficient action and evidence has been provided to correct the area of non-compliance and address the recommendations as described in the attached program response document.

Board members commented that the visit report was well written. Susan Craig acknowledged the benefits to the program and its students resulting from the visit and support of the NEC.

RECOMMENDATION: Continue approval of Butte College Associate Degree Nursing Program

Public input: None

9.3.4 Carrington College LVN to RN Associate Degree Nursing Program

Sue Starck, MSN, MBA, RN, Program Director, Dr. Louise Timmer, EdD, RN, Assistant Director, and Dr. Helen Fairchild, Dean represented the program.

K. Daugherty, NEC presented this report. Sue Starck, MSN, MBA, RN has served as the program director over the last year and has been a full time faculty member since 2006. Dr. Louise Timmer, Ed.D, RN was hired as the program's assistant director (AD) in 2010 and plans to become the program director at the end of August 2011 when her year as the program AD is completed. Ms. Timmer indicates that it is her intention to serve in the director role for the next several years. This leadership succession plan addresses the past program difficulty in providing consistent stable program leadership over the past six years. The program was initially approved as Western Career College (WCC), a subsidiary of U.S. Education Corporation, in 2005. In September 2008, De Vry, Inc. became the owner of Western Career College and in July 2010 changed WCC's name to Carrington College California. CCC is WASC accredited through 2013. The year round program admits up to 20 LVN to RN students three times a year (February/June/October). Two sixteen week terms are required for program completion over an eighth month period of time. Since program inception through December 2010, 222 students were admitted and a total of 178 (80%) completed the program. Annual NCLEX pass rates

August 10, 2011

since the inception of the program have ranged from 76.19% to 85.71% and the annual pass rate for this academic year, July 1, 2010-June 30, 2011 is 81.97%. Although college administrative representatives had been exploring the possibility of offering a full generic AD or BSN degree option, at this time the plan is to maintain the LVN to RN program as currently approved.

A continuing approval visit was conducted by K. Daugherty from April 18-20, 2011. One major area of non-compliance, CCR 1424 Program Administration was identified and four areas of recommendations CCR 1424 Program Administration/Resources, CCR 1420/1425 Faculty/Content Experts, CCR 1426 Curriculum, and CCR 1427 Clinical Facilities were identified as described in the attached consultant and summary of findings reports. The program leadership, faculty and college administration have taken the area of non-compliance and recommendations seriously and worked diligently to correct the area of non-compliance and address the recommendations as described in the attached program response. The program has submitted sufficient evidence to correct the area of non-compliance and has described appropriate actions/action plans to address the visit recommendations.

In response to Kathrine Ware's question regarding the campus location of the nursing program, it was clarified that the program is only at the Sacramento campus. Board members commented that the program had done well to reach compliance. Dr. Timmer acknowledged K. Daugherty for her valuable assistance.

RECOMMENDATION: Continue approval of Carrington College LVN to RN Associate Degree Nursing Program

Public input: None

9.3.5 Los Angeles Trade Technical College Associate Degree Nursing Program

Vincent C. Jackson, Dean-Academic Affairs and Christine Chandler, Faculty represented the program.

M. Minato, SNEC presented this report. Dr. Rita Weingourt, Chair of Allied Health Department/ADN Program Director (unable to attend the meeting) was appointed to her position in July 2007, and on May 25, 2011 faculty re-elected her to continue as the Program Director for another 3-year term. LA Trade Tech is located in the culturally diverse inner city area of downtown Los Angeles and is one of the seven nursing programs in the LA Community College District. Students and faculty of the nursing program are reflective of the local ethnic diversity.

On May 25 – 26, 2011, Leslie Moody and Miyo Minato, NECs, made a regularly scheduled continuing approval visit to LA Trade Tech College. The program was found in non-compliance with faculty qualification and responsibilities, involving two related sections, 1424(h) and 1425.1(d). One recommendation was made for Section 1425.1(b) Faculty orientation. The program submitted a progress report that addressed the noncompliance, and the program is in compliance with Board rules and regulations.

The program's self study described in detail the changes the faculty worked to improve the program during the previous four years. Since the last visit, there is a new Dean of Academic Affairs, a new Assistant Director, six new full-time faculty completing their four-year tenure review and two new faculty were hired. Total faculty has increased to 13 full-time members and no PT faculty are used at this time. The faculty submitted a major curriculum revision for Board approval and implemented the new curriculum in fall 2008. The program made policy changes that helped to improve the NCLEX pass rate, including increasing the admission GPA of 2.5, use of admission screening TEAS test, and requirement of specific ATI scores for progression within the program. Additionally, the program piloted a short course that covered nursing concepts and provided early interventions for students who showed difficulties with these concepts, and provided a "Student Retention Specialist" 12 hours per

August 10, 2011

week which was supported by grant funds. These interventions have helped to reduce attrition from 25% to 10% during the past year. The improvements in NCLEX scores have been gradual. The NCLEX scores in 2007-2008 and 2008-2009 were 61.2% and 62.5%, respectively. The pass rate in 2009-2010 was 75.38%, and is 92% for this current year.

It was evident the program has emphasized program evaluation, i.e., data collection and analysis. The Assistant Director is the chair of the Evaluation Committee, and coordinates the activities and reports to the faculty. The changes implemented for the program were based on discussions by faculty group and surveys conducted. Students reported that they attended the faculty meetings, Dr. Weingourt was always available, and that faculty was available to support the students.

The program resources have improved greatly since the Interim Visit. The Program now occupies two floors of the newly renovated two-story Magnolia Hall. The new nursing building includes state of the art IT technology in all classrooms, a large computer lab with 40 new computers, two simulation rooms with hi-fidelity simulators and other simulation equipment. Faculty and students have begun the integration of simulation into the curriculum. Although there was a clinical coordinator at the time of the visit along with a lab technician, when the grant funding ends the lab coordinator position will be lost. The program will go back to having the lab staffed by the technician. The NECs discussed with Dean Jackson about the concerns for loss of these student support services that have helped to improve retention and the NCLEX pass rates.

During the faculty meeting, a faculty member stated that she did not learn how to use the medication dispensing equipment used on the nursing area of the clinical facility even after the two-day orientation. When the NEC asked how the students were getting medication experience, the faculty replied that she had her students practice medication administration in the skills lab. This faculty was assigned to the second semester students on a geriatric/med-surg unit. All other faculty members assigned to the same hospital were able to provide students with the medication experience, including the first semester group. The NEC discussed with the Director and the Dean regarding the serious nature of this finding and that a faculty member who is supervising students must demonstrate competency and need to possess and exercise skills at a level of a staff RN working on the nursing unit. At the time of the visit, the students had just completed the 8th week of the rotation and would not have been returning to the nursing area. The Program submitted a progress report on June 24, 2011 that addressed the non-compliance and recommendation. The program has reassigned the faculty member responsibilities, and the faculty must demonstrate expected competency as described in CCR 1420(d) prior to returning to supervising students in the clinical area and/or teaching in the theory classroom.

Kathrine Ware commented that the report was a pleasure to read and Darlene Bradley commended the program for their graduates' improved NCLEX performance. Vincent Jackson and Christine Chandler thanked M. Minato, SNEC for her assistance to the program.

RECOMMENDATION: Continue approval of Los Angeles Trade Tech College Associate Degree Nursing Program.

Public input: None

9.3.6 Los Medanos College Associate Degree Nursing Program

Cathy McCaughey, MSN, Instructor represented the program.

K. McHan, NEC presented this report. Sandra Castillo Alward, Ed.D., RN has served as Director of Nursing Programs at Los Medanos College since 2007. The Director of Nursing Programs position includes both the Registered Nursing and Vocational Nursing programs, which each have an assistant director. Ms. Alward left the program in May, 2011 and the college is actively seeking a qualified

August 10, 2011

candidate for the position. Kirsten Martin, MSN, RN, is serving a second two-year term as assistant director of the Registered Nursing Program.

The faculty submitted an exemplary self-study in preparation for the continuing approval visit which was conducted on April 6-8, 2011. A cogent eclectic philosophy based on beliefs about health, person, nursing and professional nursing education along with Student Learning Outcomes and Core Competencies provides a clear framework for curriculum design, instruction and evaluation. The program was found to be in compliance with BRN regulations and policies. Three recommendations were made.

The four semester program has admitted a cohort of forty-four students each fall which is joined by eleven LVN to RN students in the third semester. Approximately 50 students take the NCLEX-RN each year. Program attrition rates ranged from 9.1% to 25% over the last 5 years with a 5-year average of 22.55%. NCLEX pass rates are consistently strong with a five year average of 89%. The 2010 annual pass rate was 91.5%.

Like many programs, Los Medanos College ADN program faces significant challenges related to budget cuts, filling open faculty positions and maintaining clinical affiliations for clinical rotations. Due to an 8% budget cut and decreased student contact hours required by the college, starting fall 2011 the program will admit 44 students but will not add LVN to RN students in the third semester other than to fill cohort vacancies. The program currently has two open faculty positions, including program director. The grant-funded Instructional Assistant and Student Mentor positions will end next spring. In a move to reduce student impact, one major local hospital has discontinued its long-standing affiliation, leaving the program to seek other clinical sites for specialty areas such as obstetrics and pediatrics. Despite these challenges, the program continues to enjoy an excellent reputation in the community and among employers in the region.

Kathrine Ware asked and the program representatives verified that there will be a program director position and 2 full time faculty positions to which they will be recruiting. Ms McCaughey also clarified that although the lab assistant will also be lost due to lack of grant funds, the school plans to fund the position in the future. Darlene Bradley commented that work of the program is evident in the improvements of the facility and NCLEX scores. Ms McCaughey thanked Kelly McHan for her meetings with students during the visit and the BRN for assisting the program to improve.

RECOMMENDATION: Continue Approval of Los Medanos College Associate Degree Nursing Program

Public input: None

9.3.7 Mount St. Mary's College Associate Degree Nursing Program

Dr. Gloria Blatti, Program Director, Dr. James Kennet, Assistant Director, and Dr. Madeleine Bruning, Associate Professor represented the program.

S. Ward, NEC presented this report. Dr. Gloria Blatti has been the director of the Associate Degree Nursing Program since February 2008. Mount St. Mary's College offers two BRN approved R.N. education programs at two different campus locations. The A.D.N program is housed on the Doheny campus located in central downtown Los Angeles. The Associate Degree in Nursing program was established in 1992, and offers non-traditional program scheduling. Theory courses are taught in the afternoon/ evenings, and clinical is scheduled on the weekends. It serves adult learners from diverse backgrounds. College administration supports the nursing program by offering a lower cost of tuition and provides resources to assist nursing students to obtain financial aid. The annual NCLEX pass rate in 2009-2010 was 89.36%. The program recently replaced ATI with the Kaplan integrated testing program to enhance student success, and plans were reported to revise the curriculum to incorporate IOM and QSEN competencies.

A continuing approval visit was conducted at the Mt. Saint Mary's College Associate Degree Nursing Program by Shelley Ward and Carol Mackay, NEC's, on March 26-28, 2011. The program was found to be in non-compliance with CCR Section 1426(a) - Required Curriculum. Curriculum changes were implemented over the past eight years in nursing, science, communication, and in other courses prior to Board approval. Eight recommendations were given which were detailed in the Report of Findings. The program provided a progress report addressing the area of non-compliance and each of the recommendations, which includes the submission of a major curriculum revision to address the area of non-compliance.

Board members asked for clarification regarding Dr. Blatti's duties, program enrollment and correction of identified deficiencies. Program representatives and Shelly Ward clarified that Dr. Blatti is program director only of the RN program at the Doheny campus; admissions are twice annually of 60-75 students each time; the single noncompliance has been corrected. Dr. Blatti expressed thanks to Shelley Ward and Carol Mckay, NECs for their assistance.

RECOMMENDATION: Continue approval of Mount St. Mary's College Associate Degree Nursing Program.

Public input: None

9.5.4 Mount St. Mary's College Associate Degree Nursing Program

Dr. Gloria Blatti, Program Director represented the program.

S. Ward, NEC presented this report. The program submitted this major curriculum revision proposal in response to an identified area of non-compliance with CCR Section 1426(a) - Required Curriculum, issued at the program continuing approval visit in March 2011. The program submitted updated curriculum forms representing changes that have occurred and that have been implemented in nursing, science, communication and other college courses.

Changes in course semester units from the Content Required for Licensure Form previously approved by the Board in 2003 is as follows:

Total nursing theory and clinical units is decreased from 47-42 units (-5). Nursing theory is decreased from 26 to 24 units (-2) and nursing clinical is decreased from 21 units to 18 units (-3). Communication Units are increased from 6 units to 8 units. Science Units remain at 21 units. Total units for licensure have decreased from 74 units to 71 units (-3). Other degree requirements have increased from 9 units to 12 units (+3). Total units required for graduation remain the same at 83 units. A summary document of course changes in the areas of nursing, science, communication and other college courses that have occurred from 2001-current was presented.

The proposed curriculum conforms to the Board's rules and regulations. The program also provided a response to recommendations given during the continuing approval visit, aimed at improving the communication and notification processes with respect to course changes occurring in other departments that provide content required for licensure for the nursing program curriculum, and for notification of the Board of future proposed curriculum revisions.

Kathrine Ware asked whether the pharmacy course is freestanding and Dr. Blatti clarified that it is a freestanding course.

RECOMMENDATION: Approve Major Curriculum Revision for Mount St. Mary's College Associate Degree Nursing Program

Public input: None

9.3.8 Sierra College Associate Degree Nursing Program

August 10, 2011

Cheryl Kenner, MSN, Program Director/Associate Dean represented the program.

K. Daugherty, NEC presented this report. Cheryl Kenner, MSN has served as the Program Director and Associate Dean since 2007. Ms. Kenner manages both the LVN and RN programs. Sierra College is WASC accredited and has a total institutional enrollment of approximately 28,000 students. Typically, total enrollment in the nursing program each term is 80 students. Forty generic students are admitted to the program each Fall term and advanced placement LVN to RN students are admitted on a space available basis. The program's averaged attrition rate is 12 % for the period from 2002-2010. Program NCLEX-RN pass rates have consistently been above 90% the last ten years. For this academic year, July 1, 2010-June 30, 2011, the annual pass rate is 95.92%. The most recent cohort of 15 students that took NCLEX all passed. The program enjoys an excellent reputation in the communities it serves and among local employers. This was one of the first AND programs to utilize online instruction for nursing courses. Currently only the full time program option is offered with two levels of nursing instruction occurring each term. Previously, the program had offered a part time option and an online nursing theory option but these options were suspended approximately two years ago due to budget and faculty resource limitations.

A continuing approval visit was conducted by Katie Daugherty from April 27-29, 2011. The program was found to be in compliance with the regulations. Four recommendations were made in the areas of CCR 1424 Program Administration/Resources, CCR 1420/1425 Faculty, CCR 1426 Curriculum, and CCR 1427 Clinical Facilities and were detailed in the visit and summary of findings reports. The program has submitted a written response outlining actions and planned actions to address the recommendations.

Kathrine Ware asked about the request for a full time skills lab faculty indicated on the program's report. Ms Kenner reported that this position was filled for the coming year by one of the existing faculty. Darlene Bradley commended the program's strong commitment to students. Ms Kenner noted that the assistance provided by K. Daugherty, NEC was very valuable and important to the success of the program, and that her interaction with the school's administrators was helpful to their understanding of the program needs.

**RECOMMENDATION: Continue approval of Sierra College Associate Degree Nursing Program
Public input: None**

9.3.9 Victor Valley College Associate Degree Nursing Program

Joseph Morris CNS, GNP, PhD, Director of Nursing Program /Allied Health represented the program.

B. Caraway, NEC presented this report. Joseph Morris CNS, GNP, PhD, is Director of Nursing Program /Allied Health, since January 3, 2011. Renate Longoria, MSN, RN, Assistant Director with 20% release time and Diego Garcia, MSN, RN chairperson of the Department has 60% release time for administration of the program

A regularly scheduled continuing approval visit was conducted by this NEC accompanied by Leslie Moody, NEC, from May 4-5, 2011. No areas of Noncompliance were identified. Three recommendations were given related to CCR Sections 1424(b) Total Program Evaluation, 1424(d) Sufficiency of Resources, and 1425.1(a) Curriculum. The Report of Findings and the program's response were provided for the Committee's reference.

During the last eight years the program has experienced a number of positive changes in several areas such as leadership, curriculum revision, hiring full time skills lab coordinator (2006) and part time simulation lab coordinator (2010), implementation of Test for Essential Academic Skills (TEAS) in fall

August 10, 2011

2008, and the Assessment Technologies Institute (ATI) learning materials, practice, and proctored examination for each course. These changes contributed to the improvement in the NCLEX pass rate and students success. The NCLEX pass rate has improved ranging from 86.8% in 2005 to 95.7% in 2008, and to 91.2% in 2010-2011. In 2009 four of the classrooms were renovated and equipped with Smart classroom technology. In 2010, the DON, and supporting staff were relocated into large office spaces, and the plan is in progress for the new nursing/ allied health professional building to house faculty offices.

The school attracts culturally and ethnically diverse students to attend this program. The program has an excellent reputation within the community and is held in high regards by graduates. College administration and faculty continue to be strongly committed to student success.

Board members complimented the program on a very complete report. Dr. Morris provided clarification that the program admits 65 students per semester.

RECOMMENDATION: Continue approval of Victor Valley College Associate Degree Nursing Program

Public input: None

9.4 CONTINUE APPROVAL OF ADVANCED PRACTICE NURSING PROGRAM

9.4.1 [Note: agenda item 9.4.1 was heard in conjunction with item 9.3.2 and is presented there in these minutes]

9.4.2 San Francisco State University Family Nurse Practitioner Program

Andrea Renwanz Boyle, D.N.Sc., ANP, Family Nurse Practitioner Program Director represented the program.

K.Weinkam, NEC presented this report. Lynette Landry, Ph.D., RN, is the Director of the School of Nursing. The Board granted initial approval for the Nurse Practitioner Program at its June 13-14, 1996, meeting. One-hundred fifteen students have completed the program to date. Twenty-two students were enrolled in the Nurse Practitioner Concentration of the master's program and fourteen in the post-master's certificate program at the time the Self-Study was prepared.

Nursing Education Consultant Kay Weinkam conducted a regularly scheduled continuing approval visit to the San Francisco State University Family Nurse Practitioner Program from April 25th through the 28th, 2011.

The program was found to be in non-compliance with Standards of Education contained in regulations 1484(d)(11) and (d)(12) and (d)(12)(P) curriculum. Five recommendations were made related to the purpose of the program, 1484(a)(3); program administration, 1484(b)(6); and, under curriculum, 1484(d)(9)(A), (d)(11), and ((d)(12)(O). A Report of Findings presented detailed information. The Program's response was presented and an additional addendum to the program's progress report was provided to identify actions implemented including hiring of a clinical placement coordinator and arrangements for clinical placements and preceptors which have all been secured for the Fall 2011 students. The areas of non-compliance and recommendations have been addressed with specific actions and timeframe.

The program indicates that its major strength "is centered around the stability and commitment of the faculty involved in this program." The faculty take their core mission of excellence in teaching seriously. The program expects to include the QSEN competencies as it looks at curriculum revision. The program also receives significant support from University administration through the College of Health and Human Services.

The faculty are not able to require that the graduates take national certification board exams, and has limited data about successful certification due to the limited number of graduates who do take these national exams. However, as third-party payer reimbursement is based on nurse practitioners having national certification, these numbers may increase.

Kathrine Ware asked whether the program utilized live models in addition to mannequins for lab practice. Dr. Boyle advised that at this time only mid-fidelity mannequins are being used. Dr. Boyle expressed gratitude to Kay Weinkam, NEC for her valuable consultation and assistance.
RECOMMENDATION: Continue approval of San Francisco State University Family Nurse Practitioner Program
Public input: None

9.5 MAJOR CURRICULUM REVISION

9.5.1 Dominican University of California Baccalaureate Degree Nursing Program

Anita Hunter, PhD, APRN, FAAN, Professor and Chair, Department of Nursing represented the program.

K.McHan, NEC presented this report. Dominican University submitted a major curriculum proposal for the Baccalaureate Program in Nursing. The major curriculum changes meet CCR Section 1426 requirements. The changes are described as necessary in order to improve the caliber of student entering and progressing through the pre-licensure BSN program, create a more pedagogical sound curriculum, and improve NCLEX pass rates. The specifics in the proposed revisions are: new admission and progression policies; increase in clinical hours across the curriculum; Renumbered new courses and new course descriptions developed; a move away from individualized preceptor experiences in the last semester senior year to a prescriptive immersion preceptor (PIP) experience piloting a modified version of the dedicated education unit concept of University of Portland (22 students will be in the traditional preceptor model and 22 will be in the PIP experience); clinical competency skill testing, using hi-fidelity simulation manikins and standardized patients, in the final semester of the program.

Rationale: The curriculum and admissions/progression changes were made based on the following:

1. Consistently low student satisfaction scores with their educational and clinical experiences, over the past 6 years, on the Educational Benchmarking Inc (EBI) surveys.
2. Consistently lower NCLEX scores than acceptable which affects our reputation as well as does not make us competitive for state and national funding options (our annual average is still 84% - fluctuating between 81-85%, thus past curriculum changes have not been helpful in raising these scores).
3. Increasingly poor employment outcomes (since 2008 DUC continues to have a new grad unemployment rate of 50%). Though this may be related to grads who are not flexible to move or who won't accept any other position than a specialty position {eg., L&D, peds, ICU}, there is speculation that the poor employment rate is also due to the low NCLEX pass rate and the less than stellar students that have completed this program.
4. Consistently poor caliber of traditional students admitted and allowed to progress under the old progression policies. These weak students have also been shown to be those who do not pass the NCLEX exam and are the ones most likely not to be hired upon graduation.

The plan is to increase the total number of nursing components in the curriculum from 49 to 52, and the science requirements from 20 to 24 units. The total units required for licensure increases from 75 to 82 units. The GE requirements for graduation are changed from 126 to 124 units. These changes retain the components of CCR §1426 (a-g) as required by the BRN.

August 10, 2011

Darlene Bradley asked for further information regarding the program's reasons for the curriculum revision. **Dr. Hunter** responded that it was important to increase NCLEX performance, make the curriculum sound and help ensure the success and quality of the graduates. **Dr. Hunter** expressed appreciation for the assistance received from **Kelly McHan, NEC** and **Janette Wackerly, SNEC**.

Public input: None

RECOMMENDATION: Approve Major Curriculum Revision for Dominican University of California Baccalaureate Degree Nursing Program

9.5.2 Hartnell College Associate Degree Nursing Program

Mary Young-Breuleux MSN, APN BC, CNE, Associate Dean and Director of Nursing and Allied Health represented the program.

K. McHan, NEC presented this report. Faculty began their work on this major curriculum revision in 2010 by reviewing the mission, vision, values, and philosophy of the nursing program. The faculty states that they embrace the core values of caring, competency, collaboration, and curiosity. These core values, philosophy, usage of the Roy Adaptation Model, and the Nursing Process and Doenges & Moorehouse Diagnostic Divisions create the conceptual and structural framework for the curriculum changes. The curriculum has a progressive design, ranging from maintaining and promoting health to restoring and optimizing health. The Doenges & Moorhouse Diagnostic Divisions were chosen as the organizing framework for assessment and data collection. The curriculum is developed and presented in a simple-to-complex framework, beginning with the introduction of basic nursing care, wellness, and patients' responses to simple physiological changes in health. The curriculum progresses to patients' responses to complex physiological changes, nursing leadership and management strategies. Nursing theory, clinical reasoning, skill development, cultural and ethical awareness and practice, are integrated throughout the curriculum. New nursing curriculum course descriptions and student learning outcomes were provided. Revised EDP-P-06 Content Required For Licensure and EDP-P-05 Total Curriculum Plan forms were submitted reflecting course changes: NRN 40 preceptor course deleted, NRN 50 Supervised Nursing Skills Practice changed to 0.5 units, NRN 44.1 Foundations-Clinical increased to 5 units.

When approved by the Board, the plan is to implement the new major curriculum in January, 2012.

Kathrine Ware acknowledged the well-written report. **Ms Young-Breuleux** reported the faculty is very excited about the curriculum revision and eager to implement the changes, and thanked **Kelly McHan, NEC** and **Janette Wackerly, SNEC** for their leadership and assistance during the process.

RECOMMENDATION: Approve Major Curriculum Revision for Hartnell College Associate Degree Nursing Program

Public input: None

9.5.3 Long Beach City College Associate Degree Nursing Program

Debra Chow R.N., M.S.N., F.N.P., Director of the Associate Degree Nursing Program represented the program.

S. Ward, NEC presented this report. The program submitted this major curriculum revision in response to student and faculty course evaluations, input gathered from other nursing programs, prior recommendations from the BRN and NLNAC, and to ensure that the curriculum is in compliance with revised BRN regulations. One of the primary objectives of the curriculum revision is to improve the concurrency for students in applying theory to clinical practice. The curriculum revision proposes changes in course structure, sequence, units, and in course names and numbers. The college operates on an 18- week semester system.

Structure Changes:

August 10, 2011

- ADN 21 A/AL (Woman's Health/Lab) will be changed from a 2.5 unit theory and 3.0 unit clinical course to a 1.5 unit theory and 1.5 unit clinical course; decreases from a 9 to a 4.5 week course; is renumbered as 235A and 235 AL; and is renamed Maternal Newborn Nursing and Maternal Newborn Nursing Lab.
- Pediatrics content will be separated from an existing course that is combined with critical care content (ADN 22A/AL), into a (1.5 unit) theory and a (1.5 unit) clinical course ADN 235 B (Pediatric Nursing) and ADN 235BL (Pediatric Nursing Lab) course offered over 4.5 weeks.
- Additional medical/surgical content will be added to the curriculum in the forth semester in a newly structured 2.5 unit theory course ADN 245A (Advanced Medical/Surgical Nursing) and a 3.0 unit clinical course ADN 245AL (Advanced Medial/Surgical Nursing Lab), replacing ADN 22A/AL (Advanced Nursing 1-Critical Care Life Span).

Sequence Changes: The new pediatrics course content will be offered in the 3rd instead of in the 4th semester. The program also intends to re-sequence Speech (10/20/30) from the 3rd to the 2nd semester.

Unit Changes: Total Curriculum Units increase by 0.5.

Total nursing units are increased from (40.0 - 40.5).

Nursing theory is increased by from (22.0 – 22.5).

Total units for licensure increase from (66.5 or 67.5)

Total units for graduation increase from (69 or 70 to 69.5-70.5).

The program has secured changes in clinical placements to in preparation for implementation in Spring 2012. The proposed new curriculum conforms to the Board's rules and regulations.

Ms Chow reported that this revision was prompted in part by 5 years of data that demonstrated students wanted the changes and also by the program's desire to decrease attrition. Darlene Bradley commented that it is outstanding to know the school is listening to the students' input. Ms Chow thanked Shelley Ward, NEC for her assistance with this revision.

RECOMMENDATION: Approve Major Curriculum Revision for Long Beach City College Associate Degree Nursing Program

Public input: None

9.5.4 [Note: agenda item 9.5.4 was heard in conjunction with item 9.3.7 and is presented there in these minutes]

9.6 NOTIFICATION OF INCOMPLETE FEASIBILITY STUDY FOR PRELICENSURE REGISTERED NURSING PROGRAM

9.6.1 Mission Career College Associate Degree Program

L. Moody, NEC presented this report.

The California Code Regulations section 1421(a) Application for Approval requires that a new prelicensure registered nursing program comply with the requirements specified in the board's document, entitled, "*Instructions for Institutions Seeking Approval of New Prelicensure Registered Nursing Program*", (EDP-I-01 Rev 03/10), (Instructions). Per Step 3 of the Instructions "If staff deems the revised feasibility study incomplete, it will be returned to the program with a written notice of the deficiencies, and will not be submitted to the ELC. The ELC and Board will be notified of the name of the program applicant, the return of the feasibility study and the deficiencies that resulted in the feasibility study being returned. If the applicant still wishes to start a prelicensure registered nursing program, the applicant must restart the process at Step 1."

The following feasibility from the applicant school did not comply with the requirements specified in the Instructions and has been sent notification:

School	Contact Person	Areas of Deficiency
--------	----------------	---------------------

<p>Mission Career College</p> <p>Review completed by: Carol McKay, NEC</p> <p>Date deficiency letter sent: July 27, 2011</p>	<p>Mr. Tino Abila, EdD, Executive Director</p>	<p>Institutional description and experience providing health related programs; Community served; Type of program being proposed; Promotion of proposed program; Curriculum and Resources; Budgetary provisions; Clinical placements</p>
--	--	---

Public input: None

9.7 REGULATORY PROPOSAL: CALIFORNIA CODE OF REGULATIONS, ARTICLE 10 SPONSORED FREE HEALTH CARE EVENTS – REQUIREMENTS FOR EXEMPTION

Geri Nibbs, MN, RN, NEC, and Bobbi Pierce, SSM Licensing presented this report.

Assembly Bill 2699 (Bates) was chaptered last year and became effective January 1, 2011. The statute permits the Board to issue authorization for registered nurses licensed in another state, district, or territory of the United States to provide nursing services at “sponsored events” in this state without obtaining a California RN license. The statute defines “sponsored event” as “an event, not to exceed 10 calendar days, administered by either a sponsoring entity or a local government, or both, through which health care is provided to the public without compensation to the health care practitioner.” The sponsoring entity must: register with the Board; provide specified information to the county health department in which the services will be provide; and comply with reporting and record keeping requirements. The out-of-state registered nurse must meet specified requirements. The statute is repealed January 1, 2014, unless extended.

The Department of Consumer Affairs (DCA) provided boards with a sample regulation language template to facilitate the regulatory process. Attached is the proposed BRN regulatory language, including two documents that are included in regulation by reference. The following changes/modifications were made to the DCA template:

§1503(a) Out-of-State Practitioner Request for Authorization to Participate.

- Added requirements that the applicant submit the application sixty (60) days prior to the sponsored event and that authorization must be obtained for each sponsored event. The time period takes into consideration the forty-five (45) days it may take to receive criminal history reports.
- Set the \$50.00 processing fee, and specified that the fee is non-transferable.
- Require fingerprints only for the first application in a twelve (12) month period.

§1503(b) Response to Request for Authorization to Participate.

- Changed the time for Board notification of decision on application from twenty (20) to forty-five (45) days to accommodate the fingerprint report timeframe.
- Added that the applicant, and not just the sponsoring entity, would be informed of the Board’s decision.

§1503(c) Denial of Request for Authorization to Participate.

(1)(B), specified the educational and experience requirements.

(1)(D), added that any registered nurse license the applicant possesses must be in good standing.

August 10, 2011

(1)(E) added section, specifying that the applicant cannot be a participant in a health care professional diversion program for chemical dependency or mental illness.

(1)(F) specified that the registered nurse cannot have participated in four (4) sponsored events during the twelve (12) months immediately preceding the current application.

(c)(2)(A) changed twenty (20) days to sixty (60) for consistency.

§1505 Disclosure of Name and License State; Complaints

Added this section requiring that the out-of-state practitioner wear a name tag during the sponsored event, and that the sponsoring entity must post a notice regarding the out-of-state licensure status of the registered nurses and filing of complaints.

DCA also provided sample template forms for sponsoring entity registration and request for authorization to practice by out-of-state practitioners. No changes were made in the sponsoring entity registration form; the authorization to practice form was revised for clarity and to conform with the proposed regulations. Additionally, non-substantive changes to the authorization to practice form, will be proposed later so that the form is consistent with the format used in other Board applications.

The following additional documents were provided: proposed regulatory text; Registration of Sponsoring Entity under Business and Professions Code Section 901 Form (09/2011); Request for Authorization to Practice Without a License at A Registered Free Health Care Event Form (09/2011); Assembly Bill 2699 (Bates, 2010, Chapter 270).

Kathrine Ware asked how this revision will actually be incorporated and Geri Nibbs reported that a new Article 10 would be created. Kathrine Ware asked if the only method of the nurses' competency would be self-report and Geri Nibbs responded that would be the only competency validation. Bobbi Pierce added that every applicant would be checked through the NURSIS system. Bobbi Pierce also noted that a box would be added to the application form to allow documentation of "approved/not approved" for response to the applicant. Kathrine Ware asked about anticipated volume of applications and Geri Nibbs responded that is unknown at this time.

RECOMMENDATION: Accept regulatory proposal as presented with amendments.

Public input: None

9.8 LICENSING PROGRAM REPORT

B. Pierce, SSM1 presented this report.

Program Update: The Board of Registered Nursing has been processing applications for graduates wanting to take the NCLEX-RN. California schools are able to provide the Board with information for their graduates a minimum of 4 weeks prior to their graduation date. We are still finding that many schools are not submitting documentation until well after graduation to decrease the chances of an ineligible student from being scheduled for the examination.

From June 16, 2011 to July 14, 2011, 862 new applications were received from California graduates and 776 were deemed eligible for the examination. For the month of June, a total of 1,810 Individual Candidate Rosters were received and processed and 161 rosters for July graduates were received. :

The Licensing Program is still facing challenges. They have been unable to fill 3 vacant Key Data Operator (KDO) positions. Most KDOs work outside of the Department of Consumer Affairs (DCA) and with the hiring freeze constraints, they are unable to recruit. They are in the process of upgrading the KDO positions to increase their ability to fill the vacancies.

August 10, 2011

The Office Services Supervisor II (OSSII) position is also still vacant. The position was advertised and they received less than 5 applications. The position has been re-advertised in hopes that there will be more applicants. The OSSII position is vital to maintaining the workflow of the Licensing Support Unit.

Statistics: The Department of Consumer Affairs, in conjunction with the Board, continues to provide statistical reports to the Governor's Office and the State and Consumer Services Agency on a monthly basis for the Licensing and Job Creation Report. This project has been on-going since January 2010 and the Board has been active participant in meeting the goals of the program to contribute towards California's job growth through expeditious and efficient processing of professional pending examination and licensing applications.

The statistics for the last 3 fiscal years were presented. There was a decrease in the number of applications for examination, endorsement and repeaters during the last 3 fiscal years. It is believed that the economic slowdown and the Board no longer accepting applications without a United States Social Security Number have lead to this decrease.

Issues:

- Staff is receiving an increase in transcripts from Philippine applicants who have completed a 2-year preparatory program leading to a Certificate in Two-Year Association in Health Science Education (AHSE). This program comprises the general education component of all baccalaureate degrees in the Health Professions. Staff has requested a copy of the AHSE curriculum. We have had no response to our request. Our concern is that credits from the AHSE program will be used to meet RN educational requirements.
- Receiving transcripts from applicants who are completing clinical rotations after the conferral date of their degree, as posted on the official transcripts.
- Receiving transcripts from students who returned to their original nursing school, after many years, to complete their nursing program. The schools are permitting these students to complete less didactic and clinical hours than students enrolled in the school's traditional baccalaureate nursing program. The school states in their handbook and on the official transcript that a semester is comprised of 16 weeks. These students are completing a semester's worth of work in less than 25 days.
- Staff is still faced with the dilemma of determining which document is an accurate reflection of an applicant's education. One school has sent 3 official transcripts for one of their graduates, each one different. The school has explained that the Archivist made an error and the latest received document is correct. All of the documents are allegedly signed by the same school representative. Now the school representative has informed the Board that this person was never a student at the school.

Kathrine Ware commended the Licensing unit staff for their hard work.

Public input: None

9.9 NCLEX-RN PASS RATES UPDATE

K. Daugherty, NEC presented this report. The Board of Registered Nursing receives quarterly reports from the National Council of State Boards of Nursing (NCSBN) about the NCLEX-RN test results by quarter and with an annual perspective. The following tables show this information for 12 months and by each quarter.

NCLEX RESULTS – FIRST TIME CANDIDATES
July 1, 2010 – June 30, 2011*/**

JURISDICTION	TOTAL TAKING TEST	PERCENT PASSED %
California*	11,283	87.64
United States and Territories	145,613	87.73

CALIFORNIA NCLEX RESULTS – FIRST TIME CANDIDATES
By Quarters July 1, 2010-June 30, 2011*/**

7/01/10- 9/30/10		10/01/10- 12/31/10		1/01/11- 3/31/11		4/01/11- 6/30/11		7/01/10- 6/30/11	
# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass
4,423	86.03	994	80.38	3,466	90.22	2,400	89.88	11,283	87.64

*Includes(6),(2),(6) & (9) “re-entry” candidates

** Passing standard (-0.16 logits) implemented April 1, 2010

Note: Quarterly figures revised based on 7/15/11 NCSBN reports

The Nursing Education Consultants monitor the NCLEX results of their assigned programs. Current procedure provides that after each academic year (July 1 – June 30), if there is substandard performance (below 75% pass rate for first time candidates annually), the NEC requests the program director submit a report outlining the program's action plan to address this substandard performance. Should the substandard performance continue in the second academic year, an interim visit is scheduled and a written report is submitted to the Education/Licensing Committee. If there is no improvement in the next quarter, a full approval visit is scheduled within six months. A report is made to the Education /Licensing Committee following the full approval visit.

Louise Bailey noted that there has been a decrease in foreign applicants believed to be due to Federal limits on immigration of RNs and the requirement of a social security number for licensure application.

Public input: None

9.10 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

Kathrine Ware offered the opportunity for public comment. There was none.

Meeting adjourned at 1245

Submitted by:

Accepted by:

Leslie A. Moody, MSN, MAEd, RN
Nursing Education Consultant

Kathrine Ware, RN
Substitute Chairperson

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 1.1
DATE: October 12, 2011

ACTION REQUESTED: Ratify Minor Curriculum Revisions

REQUESTED BY: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant

BACKGROUND:

According to Board policy, Nursing Education Consultants may approve minor curriculum changes that do not significantly alter philosophy, objectives, or content. Approvals must be reported to the Education/Licensing Committee and the Board.

Minor Curriculum revisions include the following categories:

- Curriculum changes
- Work Study programs
- Preceptor programs
- Public Health Nurse (PHN) certificate programs
- Progress reports that are not related to continuing approval
- Approved Nurse Practitioner program adding a category of specialization

The following programs have submitted minor curriculum revisions that have been approved by the NECs:

- 1.1.1 California State University, Bakersfield, Baccalaureate Degree Nursing Program
- 1.1.2 California State University, Los Angeles, Baccalaureate Degree Nursing Program
- 1.1.3 San Diego State University Baccalaureate Degree Nursing Program
- 1.1.4 University of San Diego – Hahn School of Nursing and Health Sciences Entry Level Master's Degree Nursing Program
- 1.1.5 Bakersfield College Associate Degree Nursing Program
- 1.1.6 College of the Siskiyous Associate Degree Nursing Program
- 1.1.7 Glendale Community College Associate Degree Nursing Program
- 1.1.8 ITT Technical Institute Rancho Cordova Associate Degree Nursing Program
- 1.1.9 Los Angeles County College of Nursing and Allied Health Associate Degree Nursing Program
- 1.1.10 Los Angeles Southwest College Associate Degree Nursing Program
- 1.1.11 Los Angeles Valley College Associate Degree Nursing Program

Progress Report:

- 1.1.12 Charles Drew University of Medicine and Science Entry Level Master's Degree Nursing Program
- 1.1.13 Porterville College Associate Degree Nursing Program
- 1.1.14 Riverside City College Associate Degree Nursing Program

NEXT STEP: Place on Board Agenda
FISCAL IMPLICATION, IF ANY: None
PERSON TO CONTACT: Leslie A. Moody, NEC
(760) 369-3170

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: October 12, 2011

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
California State University, Bakersfield Baccalaureate Degree Nursing Program	M. Minato	07/29/2011	The program submitted changes to revise the curriculum from 2-year, year-round curriculum to their previous 3-year curriculum, starting fall 2011 admission. Those students admitted on the 2-year curriculum will not be affected and will complete this curriculum in Fall 2012. In this curriculum change, required units remain unchanged for licensure and degree requirements. Specific changes are Lifespan Development (N 235) is a nursing course, not a Psychology course, medical-surgical (theory and clinical) courses are spread over three instead of two courses, and courses are renumbered to reflect the changes and new courses added. Revised curriculum forms on file.
California State University, Los Angeles, Baccalaureate Degree Nursing Program	L. Moody	08/18/2011	NURS 100 Intro to Prof Nsg was increased from 1 theory unit to 2 units. NURS 214 Intro to Art/Science of Nsg was decreased from 4 theory units to 3 units. Duplicated content was removed from and minor language revisions/additions were made to each course's student learning outcome statements to strengthen them and ensure required CCNE and BRN content is evident. The revised allocation of content necessitated the shift of one hour from NURS 214 to NURS 100. This revision will be implemented Fall 2011.
San Diego State University Baccalaureate Degree Nursing Program	L. Moody	09/08/2011	NURS354, Nursing Care of the Childbearing Family (5cr) previously 2 credits theory and 3 credits clinical is changed to 2.5 credits theory and 2.5 credits clinical. NURS356, Pediatric Nursing (5cr) previously 2 credits theory and 3 credits of clinical is changed to 2.5 credits theory and 2.5 credits clinical. These are faculty requested changes to allow adequate time to teach content by increasing theory time for each course NURS400 Nursing Care of the Complex High Acuity or Critically Ill Patients (6cr) previously 3 credits theory and 3 credits clinical changed to NURS400 for theory component (3.5cr) and NURS400L for clinical component (2.5cr). Splitting this into two courses (presented concurrently and both required) allows the theory portion to also be offered via interactive television from the San Diego campus to the Imperial Valley campus for RN-BSN students.
University of San Diego – Hahn School of Nursing and	L. Moody	07/29/2011	Course number and name change from ENLC554:Health Care Information Management to HCIN540-Introduction to Health Care information

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: October 12, 2011

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
Health Sciences Entry Level Master's Nursing Program			Management. Minor revision to course description to specify inclusion of content relative to electronic healthcare record and relevant regulatory issues.
Bakersfield College Associate Degree Nursing Program	S. Ward	08/25/2011	Some changes were made in wording to the mission, philosophy and curriculum statements to improve alignment with college goals, to clarify and reflect more current terminology used to express faculty beliefs.
College of the Siskiyous LVN to RN Associate Degree Nursing Program	K. Daugherty	08/30/2011	Implement use of the MOVI telecommunication/teleconference technology for the Fall 2011 nursing faculty meetings and course faculty communication between Redding (Mercy Redding) and the Yreka main campus (~100 miles distance). Evaluate the effectiveness at the end of the term, and, if effective, pursue development, use, and necessary approvals for the delivery of nursing theory instruction in the future.
Glendale Community College Associate Degree Nursing Program	B. Caraway	08/30/2011	The theory of one unit NS 217 Management/Leadership/ VN-RN- Advanced Placements Nursing Bridge Course was changed by dividing the one unit course into 0.75 units of theory and 0.25 units of clinical practices in simulation. This change allows more time for simulation skills necessary for transition from LVN to RN option. Add 0.5 units of clinical to NS 223 Maternal Child Health Nursing, to integrate clinical simulation by increasing the course units from 5.5 to 6.00 units. CRL will increase from 20 to 20.5 units of clinical; total CRL will increase from 41 to 41.5; and total graduation units will increase from 79 to 79.5units.
ITT Technical Institute Rancho Cordova Associate Degree Nursing Program	K. Daugherty	08/29/2011	Admit the first program cohort in March 2012 instead of September 2011 to accommodate ACICS requirements/approval timelines for a new program. The change in the program start date will also provide more time to recruit the first class, finish planned facility construction, recruit program faculty, and facilitate planned clinical placement schedules with clinical agencies.
Los Angeles County College of Nursing and Allied Health Associate Degree Nursing Program	S. Ward	07/27/2011	The program proposes merging the objectives and content from a one unit theory course - Nursing Assessment (N110), into an existing three unit M/S theory course to become one four unit theory course – Introduction To Medical Surgical Nursing (N113). Faculty anticipates that this will prevent fragmentation and improve correlation of content to enhance the application of content learned.

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: October 12, 2011

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
Los Angeles Southwest College Associate Degree Nursing Program	M. Minato	07/19/2011	The program relocated to a temporary trailer building on campus in July along with other academic programs during construction. The NEC made a site visit of the new location that included four dedicated rooms for the nursing program in the "Academic Village." Two classrooms with IT equipment that seated 33 students each, a simulation/skills lab room (four beds) with study area that has six new computers for students, and office area with faculty offices and desks for office staff. The program will purchase a portable sink for the lab, as there was no sink in the room. The program has added new computer learning resources for students, also. The anticipated length of time in this temporary building is two to three years.
Los Angeles Valley College Associate Degree Nursing Program	B.Caraway	08-30-2011	Added 0.5 units of clinical to NS 101, 102, 103, 105, 106, 107, 108, 114, and 0.25 units of clinical to NS 109, and NS110 to integrate clinical simulation hours in each of these courses. CRL units will increase from 18 to 22 units of clinical; total CRL will increase from 65 to 69 units; and total graduation units will increase from 72-76 units. The anticipated implementation date will be in fall 2011.

MINOR CURRICULUM REVISIONS
Education/Licensing Committee
DATE: October 12, 2011

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	PROGRESS REPORT
Charles Drew University of Medicine and Science, Mervyn Dymally School of Nursing, Entry Level Master's Degree Nursing Program	M. Minato	08/04/2011	One-year interim visit for the initial approval process was done. Meetings were held with faculty and students. CDU received full WASC accreditation in June 2011, and Dr. David Carlisle was appointed as the President in July. The ELM program started with 17 students in Fall 2010; admitted second cohort of 14 in spring 2011. There are 10 students in the initial group. There was limited number of applications in the initial cohort and larger than the expected number of attrition occurred. Anticipated admissions for this year are 80 students (40 fall and 40 spring). The program has added faculty as curriculum has progressed. Met with four of eleven faculty members. Faculty meetings are being held, and faculty spoke of how the meetings are becoming more formalized. There is a lab coordinator available and open lab times are being covered by faculty members. Simulation experiences are progressing as planned. Students reported overall satisfaction with the program thus far. The small class size and the attention and support they experience were mentioned as strength of their program. Next visit will occur May 2012 prior to the students' graduation.
Porterville College	S. Ward	05/02/2011	A site visit was conducted on 5/2/11, marking the end of the first academic year since initial program approval. Meetings were conducted with the Director/Asst. Director, faculty and students. 19/20 of students who started in Fall 2010 remain in the program. Faculty for OB and Pediatrics are teaching on-ground at the Porterville campus instead of the original plan for broadcasting via interactive television from Bakersfield College. The program opened a 2 nd skills lab that has high and mid-level adult/pediatric simulation technology and built in wall panel equipment. The college has acquired 25 additional computers and the nursing program students have priority use.
Riverside City College Associate Degree Nursing Program	L. Moody	09/09/2011	Riverside Community College has changed their name to Riverside City College. The College remains a community college and part of the Riverside Community College District and this change does not affect any other aspects of the Associate Degree Nursing Program.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 1.2
DATE: October 12, 2011

ACTION REQUESTED: Progress Report From United States University Entry Level Master's Degree Program

REQUESTED BY: Leslie A. Moody, MSN, MAEd, RN
Nursing Education Consultant

BACKGROUND: Pilar DeLaCruz-Reyes, MSN, RN, was appointed as the program director by the school on July 13, 2011, following receipt of BRN approval, but was not able to assume full-time duties and presence until the first of August. Elisabeth Hamel, EdD, MSN, RN, was approved by the BRN and appointed as assistant program director on May 29, 2011.

BRN staff conducted a continuing approval review on June 8 – 9 at the United States University (USU) ELM Program following receipt of complaints from students of USU's Cohort II Class of March 2011. There were findings of nine areas of noncompliance involving 14 sections and three recommendations were made. All findings were reported to the Board at the June 25, 2011 meeting, and the Board voted the following actions:

- To place United States University Entry Level Master's Degree Nursing Program on Warning Status with intent to remove Board approval.
- No new admission of students into the USU nursing program.
- The University is to take immediate corrective action to provide the 96 hours of supervised pediatrics experience for each of the 39 students in Cohort II. A priority is to be given to those students who have already taken the NCLEX Licensing Examination and/or are waiting to start employment.
- To submit a progress report to the Board addressing the areas of noncompliance and be present at the Board meeting September 2011.

Ms Pilar DeLaCruz-Reyes, program director, and Dr. Edith Neumann, Provost, presented their progress report at the August 10, 2011 Education/Licensing Committee (ELC) Sub-Committee meeting. Ms Pilar DeLaCruz-Reyes and Mr. Tom Finaly, CFO presented same at the full Board meeting on September 14, 2011. An NEC update on the program's performance was also provided at each meeting. It was decided by the Board at the September 14, 2011 meeting that the program had not demonstrated adequately corrective actions for the areas of noncompliance identified. The Board continued the previous actions and the program was provided additional time to come into full compliance with Board rules and regulations. The Board instructed USU that the updated progress report to the ELC at the October 12, 2011 meeting must clearly describe actions completed to address areas of noncompliance and plans must include specific action.

Measures taken to ensure compliant delivery of the program are described in the attached progress report and supportive documents, submitted by the program.

The program is experiencing difficulty with delivery of the program in the areas of understanding the regulations, securing appropriate facilities for students' clinical experiences, identifying appropriate clinical placements and progression of students to a new course despite not completing clinical for a prior course. Additional student concerns have been received via students' legal counsel and are summarized in the first attachment to this document.

NEXT STEPS:

Committee recommendations to the Board.

FISCAL IMPLICATIONS, IF ANY:

None.

PERSON(S) TO CONTACT:

Leslie A. Moody
Nursing Education Consultant
(760)369-3170

NEC attachment to AIS re ELC agenda item 9.2 Progress Report From United States University Entry Level Master's Degree Program

Reports of USU student concerns

In the time since the September 14 Board meeting, additional reports of concern from USU students have been received via phone through third party attorney/law firm representatives as follows:

- 9/6/2011 – attorney of Cohort 3 student reports that:
 - attempted communications with the program/school go unanswered and student is unable to reach anyone directly, only message devices
 - Program director reported she was unaware of the problem
 - none of the cohort 3 students have had candidate paperwork submitted to the BRN because the program has advised there are some issues of incomplete coursework including clinical rotation hours
 - Program director reports that all student records are undergoing thorough scrutiny prior to sending candidate rosters forward to the BRN and this is creating some delay. Some discrepancies have been discovered in several Cohort 3 students' clinical hours. Program director assures that students have been advised of the need for and the plan to complete those hours.
 - student has been advised they cannot enroll in the courses to complete the ELM degree because that program has been "suspended"
 - Program director reports that this is false and that students are being enrolled in the program courses for completion of the ELM degree.
- 9/22/2011 – representatives of law firm representing a "large group" of students from Cohorts 1, 2 and 3 report that:
 - students of all cohorts are experiencing loss or delay of employment opportunity due to the reaction of large healthcare organizations to the recent actions of USU
 - represented students of Cohort 3 have stated that every student of the cohort was called individually into the school's financial aid office 5 days before their August program completion date and told that they owed the school an additional fee of \$4,000-\$5,000 (varied between students) that "had to be paid within 5 days" or the school would not "release their paperwork to the BRN." The students reported to the attorney that they had not previously been advised by the college or the program about this new fee.
 - Program director reports that the school's bursar states normal procedure was followed and denied students were given 5 days to pay the balance due. Program director did not have knowledge of any plans by the school to conduct their review process at an earlier point prior to students' program completion, though she reports the bursar did state that this process "was a little late this time."

TO: Leslie Moody, NEC

RE: Resolution of Findings From June 2011

IDENTIFIED NONCOMPLIANCE	ACTIONS TAKEN TO RESOLVE THE IDENTIFIED NONCOMPLIANCE	FINAL FEEDBACK
<p>1424 (d) The program has insufficient resources, including skills lab equipment for instruction of nursing skills and full-time faculty to implement the curriculum and achieve program objectives.</p>	<p>Since June, 2011, US University has hired twelve (12) Assistant Instructors. Their names and area of specialty are attached. This brings our total number of faculty to 43. Please see attached list of faculty, their status and area of specialty.</p> <p>In addition, two faculty members have been reclassified to content expert, Karen Harbaugh for Mental Health and Gabi Aliyev for OB. Currently, Joni Oak, RN, MSN is the content expert for Pediatrics, Gabi Aliyev, RN, MSN is the content expert for OB and Sylvia Ford, RN, MSN is the content expert for Med/Surg. We currently do not have a content expert for geriatrics. While Sylvia Ford works with geriatric patients in her practice, she has not been designated as a content expert in this area yet. She has begun the remediation process to make her a geriatric content expert and we expect that she will have met the requirements via CEU hours for reclassification by December 15, 2011. One of our faculty members, Blanca Cardenas who is a Family Nurse Practitioner with a specialization in geriatrics is interested in becoming a content expert for us, but unfortunately she has not served as an instructor for the 1 year time frame as required by regulations.</p> <p>In addition, two (2) full-time faculty members have had their status changed from part-time to full-time status. Sandra Connelly, Peds Assistant Instructor and Emeline Yabut, OB Assistant Instructor are full-time effective 9/1/2011</p> <p>Because Med/Surg and care of the critically ill patients make up a large component of our curriculum, we are advertising for this position both inside and outside the university first. A \$500.00 recruitment bonus program was implemented on September 17th to encourage staff to recruit faculty for the university. We have had one peds instructor's name</p>	

RE: Resolution of Findings From June 2011

IDENTIFIED NONCOMPLIANCE	ACTIONS TAKEN TO RESOLVE THE IDENTIFIED NONCOMPLIANCE	FINAL FEEDBACK
	<p>submitted from this endeavor.</p> <p>Based on the number of students that USU serves in its nursing program, I have been authorized by USU to hire an additional three full-time faculty by November 15th. The preference is to hire two theory instructors and one clinical instructor. These three full-time faculty will be for the following areas:</p> <p>1 or Med/Surg 1 for Peds 1 for OB</p> <p><u>Skills lab</u> The skills lab has the following equipment:</p> <ul style="list-style-type: none"> • 3 adult beds • 2 exam tables • 1 adult gurney • 1 crib • 1 isolette/incubator • 3 wall mounted ENT & BP units • 1 moveable BP unit • 1 infusion pump • 6 infants (all races) • Compression baby • 1 adult low fidelity mannequin • 1 child low fidelity mannequin • 1 low fidelity infant mannequin • 1 upper torso CPR mannequin • Female pelvic exam torso 	

RE: Resolution of Findings From June 2011

IDENTIFIED NONCOMPLIANCE	ACTIONS TAKEN TO RESOLVE THE IDENTIFIED NONCOMPLIANCE	FINAL FEEDBACK
	<ul style="list-style-type: none"> • Cervical exam pelvic • 1 pelvic female • 2 Foley immersion and dialysis pelvic • Uterus and cervix simulator • Prostate model/Prostate pelvic sim • Automy torso • 2 IV arm • IV sleeve, supplies, solution and tubing • Suctioning supplies • Syringes, blood pressure cuffs, stethoscopes, dressings, 100cc infusion bags • Urinary supplies and kits • ECG • 1 double infusion pump • 1 single infusion pump • 4 stage pressure ulcer set • scale <p>In speaking with the clinical faculty and Teaching Assistants, they have identified the need to have a high fidelity adult mannequin and 1 high fidelity baby mannequin. USU has authorized me to enter into negotiations with Leardal to either buy or lease these two pieces of equipment and expect to have them by October 31, 2011.</p> <p>In addition, a list of OB equipment needed was developed by the clinical faculty and teaching assistants and was given to the Nursing Director on Monday, September 26th for her review and approval (see attached). The list of needed items was given to the COO for approval and for a purchase</p>	

RE: Resolution of Findings From June 2011

IDENTIFIED NONCOMPLIANCE	ACTIONS TAKEN TO RESOLVE THE IDENTIFIED NONCOMPLIANCE	FINAL FEEDBACK
	<p>order. My request has been approved. It is expected that the skills lab will have this additional supplies/equipment items by October 10, 2011.</p> <p>As the Director of Nursing I have contacted a simulation instructor, Leslie Catron, from West Hills College Nursing Program who has agreed to serve as a consultant to US University on the expansion of the skills lab with the high fidelity equipment once received, educate the faculty and students on its use, and assist us with the implementation of case studies for use with simulation parallel to the course objectives. My plan is to have our two skills lab Teaching Assistants oriented to the simulation equipment within 1-2 weeks of the equipment's arrival. The remaining faculty and students will be scheduled for orientation and training within 2 months of the equipment's arrival.</p> <p>*See Appendix A-a, A-b B-a, B-b</p>	
<p>1424(f) The program does not have board approved assistant director.</p>	<p>Elisabeth Hamel, Ed. D., MSN, RN was approved to be the Assistant Director for United States University by Miyo Minato on 5/24/11 under a different Director. Ms. Hamel is now the assistant director to Ms. De La Cruz-Reyes.</p>	
<p>1424 (g) The program lacked organizational structure within the nursing department for total faculty to participate in development, implementation, and evaluation of the program, including the relationship between Instructors and Assistant Instructors, and Clinical</p>	<p>As the Director of Nursing I have had 1:1 meetings with individual faculty members to discuss the current curriculum, its strengths and weaknesses, and opportunities for change.</p> <p>These meetings have revealed the need for the following:</p> <ul style="list-style-type: none"> • Hiring of additional full-time theory instructors; • Hiring of simulation/skills lab coordinator; • Purchasing/leasing of additional high fidelity simulation equipment; • A need for a longer time frame to complete orientation at Balboa 	

RE: Resolution of Findings From June 2011

IDENTIFIED NONCOMPLIANCE	ACTIONS TAKEN TO RESOLVE THE IDENTIFIED NONCOMPLIANCE	FINAL FEEDBACK
Teaching Assistants.	<p>Naval Hospital due to all the issues with security checks at this military facility;</p> <ul style="list-style-type: none"> • Need for NCLEX review classes for all students. <p>I have also informed the faculty of the need to review the curriculum, textbooks currently being utilized, and the need to provide objectives/ student learning outcomes to all clinical sites. Faculty is coordinating with clinical unit managers, obtaining feedback on students' performance, skills level and critical thinking. In addition, a facility evaluation/survey form has been developed and sent to all the clinical facilities to gain feedback from the unit managers and nurse leaders on evaluation of the students, faculty, and program (see attached).</p> <p>Actions taken:</p> <ul style="list-style-type: none"> • Monthly meetings with the content experts, Instructors, Assistant Instructors and Teaching Assistants for each of the content areas with the Nursing Directors will be held beginning in October 2011. These small group meetings will serve to: <ul style="list-style-type: none"> ○ Ensure ample communication relationship between content experts, Instructors, Assistant Instructors and Teaching Assistants; ○ Review curriculum for their area and make recommendations for changes if needed; ○ Review student schedules to ensure that theory and clinicals are aligned ○ Discuss any issues/concerns ○ The evaluation forms from the facilities will be reviewed and tabulated by the Director and Assistant Director and reviewed with the faculty in their individual small group 	

RE: Resolution of Findings From June 2011

IDENTIFIED NONCOMPLIANCE	ACTIONS TAKEN TO RESOLVE THE IDENTIFIED NONCOMPLIANCE	FINAL FEEDBACK
	<p>monthly meetings.</p> <ul style="list-style-type: none"> ○ Clinical feedback from the evaluation/survey forms will be utilized by the director and faculty at their regular faculty meetings to make any necessary adjustments to the curriculum and clinical rotations. <p>Meetings will be as follows:</p> <ul style="list-style-type: none"> • Med/Surg faculty will meet on the 1st Tuesday of the month • Peds faculty will meet on the 2nd Tuesday of the month • OB faculty will meet on the 3rd Tuesday of the month • Mental Health faculty will meet on the 4th Tuesday of the month. • Geriatrics faculty (once hired) will meet on the 2nd Thursday of the month <p>Meetings will be held at 1600.</p> <p>*See Appendix C-a, C-b, D-a, D-b, I</p>	
<p>1424 (h)</p> <p>There is insufficient number of qualified full-time faculty to meet the requirements for supervision of clinical faculty, content expert roles, and to conduct clinical instructions to achieve program objectives.</p>	<p>US University has hired two full-time clinical faculty: Sandra Connelly is a Peds Instructor and Emeline Yabut is an OB instructor. They each have an office in the administrative office and have office hours established and posted.</p> <p>There are content experts in each of the required areas (other than geriatrics) who supervise the clinical program for each content area. A new Mental Health content expert has been appointed and the Med/Surg content expert is undergoing remediation to become a geriatric content expert by December 15, 2011. In addition, the clinical program is being overseen by the Director and the Assistant Director to ensure full compliance with BRN requirements. A recruitment bonus implemented by USU has begun to bear</p>	

TO: LESLIE MOODY, NEC

Page 7

RE: Resolution of Findings From June 2011

IDENTIFIED NONCOMPLIANCE	ACTIONS TAKEN TO RESOLVE THE IDENTIFIED NONCOMPLIANCE	FINAL FEEDBACK
	<p>fruit, as our new full-time peds faculty member has already recruited a faculty member who teaches pediatrics and is currently working thru an agency to join the staff at USU.</p> <p>Within the past two weeks, the Assistant Director and I have visited 60% of the clinical facilities used for clinical rotations by the students. We have spoken with unit managers to obtain feedback on the program, students, and faculty and visited with the students in clinical rotations to evaluate the learning that is taking place. The other 40% visits will be made within the next 2 weeks. I have also visited several theory sessions to speak with the students, inquire and observe what is being taught and provide feedback to the instructor. I have also made rounds in the skills lab when the students are practicing their skills to ensure that the appropriate skills are learned.</p> <p>*See Appendix D-a, D,-b</p>	

RE: Resolution of Findings From June 2011

IDENTIFIED NONCOMPLIANCE	ACTIONS TAKEN TO RESOLVE THE IDENTIFIED NONCOMPLIANCE	FINAL FEEDBACK
CURRICULUM: 1426 (b)		
<p>Program failed to provide supervised clinical instruction (96) hours under qualified board approved faculty in pediatrics as described in the pediatrics course syllabus for students to have practiced the knowledge and skills in the nursing area to meet course objectives.</p>	<p>As of August 29, 2011, all students in Cohort 2 have completed the required hours in pediatrics under supervised clinical instruction by a BRN approved faculty member. Using the University attendance sheets, sign in and sign out time was indicated. During the month of August, both clinical classes and theory attendance were audited by a member of the nursing department. All were found to be in compliance.</p> <p>All courses are currently being taught by BRN approved faculty as shown by an audit of all faculty records A compliance program officer has been appointed to monitor attendance and avoid non-completion of required hours. Tracking consists of unannounced spot checks and visits by either Director. The compliance officer will report her finding to me on a weekly basis. Students who show up late for class or have attendance issues will be set up for a meeting with me within 1 week of having more than 1 tardy or absence in a month. As the Director I will emphasize the importance of punctuality and attendance to the students as outlined in the Student Handbook.</p> <p>On-going spot checks are being done by the Compliance Officer and myself to ensure that sign in/sign out records are being completed. One week's attendance sheets that I reviewed indicated that sign in/sign in sheets were being completed by the students and faculty 97% of the time. Students were each sent an email informing them that they must attend and complete all the required hours for each course in order to successfully complete the program. These reminders</p>	

RE: Resolution of Findings From June 2011

IDENTIFIED NONCOMPLIANCE	ACTIONS TAKEN TO RESOLVE THE IDENTIFIED NONCOMPLIANCE	FINAL FEEDBACK
	<p>will be repeated weekly via the “1500 Newscast” until 100% compliance is attained and maintained.</p> <p>US University is also currently in development and testing stages of a scanner system that can be used to more accurately track attendance in class by a student. The scanner would scan the student’s name badge upon arrival at class and upon departure at the end of class. We expect to be able to implement this program within 2.5 months.</p>	
<p>1426 (d) Program failed to provide concurrent theory and clinical in pediatrics course as required by their approved curriculum.</p>	<p>I have worked diligently with USU to resolve this issue, however difficulty in obtaining clinical placements or affiliation agreements have hampered the efforts. We have pursued obtaining contracts for mental health time at another facility besides Balboa Naval Hospital, but have encountered delays in getting affiliation agreements signed due to the fact that all hospital agreements have to go through their corporate office which delays the process. Balboa has an extensive orientation process for both students and faculty and it takes 1-2 weeks to get a clearance to be able to attend orientation. To resolve this issue, we have increased the notification time to students and instructors who will be doing their clinical rotation at Balboa to 3 weeks prior to the start date of the rotation to allow sufficient time to get the security clearance needed. We did get a contract signed in a couple of days with Lakeside Special Care for long-term psychiatric patients. Since this facility will not meet all of the course objectives/ student learning outcomes for mental health, the BRN has only approved 24 hours of clinical rotation at this facility. We will begin to schedule students at this clinical facility within the next two weeks.</p> <p>Paradise Valley, while giving us a verbal agreement to allow us to</p>	

RE: Resolution of Findings From June 2011

IDENTIFIED NONCOMPLIANCE	ACTIONS TAKEN TO RESOLVE THE IDENTIFIED NONCOMPLIANCE	FINAL FEEDBACK
	<p>take our students to their facility for clinical rotations, it has taken longer than expected to schedule to clinical rotations due to the fact that there were changes in their administration and the contract had to go to their corporate office as part of their approval process.</p> <p>Cohort 5 for Peds and OB is not fully in compliance with this regulation since their theory in OB began on June 6, 2011 and was completed on July 25th and clinical will be completed by October 22, 2011. The theory portion for peds was completed on September 19th and their clinical will be completed by October 15, 2011.</p> <p>In the past, cohorts have been allowed to proceed with the theory when the clinical site was not yet established. To resolve this issue, we are implementing a new policy. No cohort will be moved ahead until both the theory and clinical portions have been scheduled and can be taken simultaneously.</p> <p>Moving forward with Cohort 6 & 7, the students' clinical experience will coincide with their theory learning as set forth in the addendum with the exception that Cohort 6 completion of the skills lab for the critically ill will be completed by September 30th and their theory studies were completed on September, 2011.</p> <p>To expand available clinical options for pediatric clinical rotations, USU has sent two copies of an affiliation agreement to Rady's Children's Hospital for pediatric clinical rotations. We are in receipt of a verbal agreement to begin pediatric clinical rotations for the Spring session from Sherry Thompson, Director of Education.</p>	

RE: Resolution of Findings From June 2011

IDENTIFIED NONCOMPLIANCE	ACTIONS TAKEN TO RESOLVE THE IDENTIFIED NONCOMPLIANCE	FINAL FEEDBACK
	<p>Part of the problem with peds was that students who are non-citizens could not go to Balboa Naval Hospital for their peds rotation. In response to this problem we have taken the following measures to provide these students with their clinical rotation:</p> <ul style="list-style-type: none"> • Obtaining an agreement with Paradise Valley Hospital for clinical placements; • Having them spend time in the skills lab; and, • Establishing a contract with Together We Grow and Rady Childrens' Hospital • Rotating at Operation Samahan for Women's Health and Children's Health <p>To help our students with preparing for the NCLEX, ATI has been added as an additional tool to determine a student's success at passing the licensure exam. My plan, which has been approved by USU, is to incorporate the ATI into the entire curriculum beginning next year.</p> <p>Because we have students who have long delays from the time they complete the program to when they actually take the NCLEX, five NCLEX review classes are being established in October, free of charge, to the students to provide them with additional opportunities to review the material, study with other students, review test taking strategies and become more comfortable with the type of questions that they will see on the NCLEX. These reviews will be held quarterly thereafter so that all students can take advantage of this opportunity.</p> <p>*See Appendix E-a, E-b</p>	
CLINICAL FACILITY: 1427 (b)	Written objectives for all clinical rotations are on the units	

RE: Resolution of Findings From June 2011

IDENTIFIED NONCOMPLIANCE	ACTIONS TAKEN TO RESOLVE THE IDENTIFIED NONCOMPLIANCE	FINAL FEEDBACK
<p>The program failed to communicate clearly the objectives for students' clinical learning and did not have written objectives on the unit when the visit was made.</p> <p>Current Psych facility used does not provide the experience necessary for students to meet the objectives for psychiatric-MH course objectives.</p>	<p>Regarding the former Psych facility, Edgemore has been replaced by Balboa Naval Hospital to address the Board's concern with respect to the patient population at Edgemore. A copy of the contract with Balboa is attached as Addendum "F". For non-citizens that cannot attend at Balboa, USU is arranging for them to do their clinicals at Paradise Valley.</p> <p>USU also just received approval from the BRN to utilize Lakeside Special Care Center for 24 hours of psych rotation. We have also contacted Karen Sagisi, Director of Education at Sharp Mesa Vista to find additional clinical rotations for psych.</p> <p>*See Appendix F</p>	
<p>STUDENT PARTICIPATION: 1248</p> <p>Program failed to provide opportunity for students to participate with the faculty in the development of policies, curriculum, and learning experiences.</p>	<p>A new committee, the Paradigm Committee, has been established which consists of students, faculty members, and administrators and an administrative assistant which will meet every other month. This will allow students to participate with faculty and administrators in the development of policies, review of curriculum and give feedback on learning experiences. The first meeting of the Paradigm Committee is scheduled for October 10th at 4 pm. (A description of the role of the Paradigm Committee as well as a list of the members is attached hereto as Addendum "G.")</p> <p>In addition, faculty meetings will have both an open and closed session portions so that student representatives from the Paradigm Committee can attend faculty meetings, provide input into curriculum, teaching methods that are useful, feedback on both theory and clinical instruction, and participate fully with the faculty in the development of policies, curriculum, and learning experiences.</p>	

RE: Resolution of Findings From June 2011

IDENTIFIED NONCOMPLIANCE	ACTIONS TAKEN TO RESOLVE THE IDENTIFIED NONCOMPLIANCE	FINAL FEEDBACK
	*See Appendix G-a, G-b, G-c	
<p>1428.6 (b) The program failed to notify the Board of a change in graduates' licensure eligibility when the school learned that students in Cohort II did not complete the required hours of clinical experience, and therefore, deficient in meeting the licensure requirement.</p>	<p>Everyone in Cohort 2 has completed all of the required pediatric clinical hours. Monitoring of student attendance hours by the instructors is taking place. Sign in sheets are being utilized both at the beginning and end of class. The instructors then submit these sign in sheets to the Director/Assistant Director for their review. As the Director of Nursing I will not sign off on any completion paperwork that is sent to the BRN until all hours have been completed and verified by the nursing administrative assistant, Registrar and Director. In addition, the Compliance Officer will notify me of any issues with attendance during the random spot checks. If there is a question about the hours stated I will personally investigate the issue by talking with the student and faculty member.</p> <p>We have adopted a "trust but verify" policy towards the students and the faculty. While we trust that the students will comply with the educational requirements of USU and that the faculty will diligently work to educate the students in a manner that best prepares them to take the NCLEX, these goals will be verified by the compliance officer and the Director</p> <p>In addition, USU has established a Hot Line for reporting any conduct that violates the obligations set forth in the student handbook. The creation of a "hot line" was announced in the "1500 Newscast" on September 23, 2011. If a student calls the "hot line, an email will be sent directly to the monitor of the line, the Registrar. She will direct the question to the appropriate administrative person. The "hot line" will be monitored by the Registrar and timelines for a response have</p>	

RE: Resolution of Findings From June 2011

IDENTIFIED NONCOMPLIANCE	ACTIONS TAKEN TO RESOLVE THE IDENTIFIED NONCOMPLIANCE	FINAL FEEDBACK
	<p>also been established: M – F: 24 -48 hour response time Sat/Sunday, Holidays: 72 – 96 hour response time.</p> <p>Should the registrar be on vacation or ill, the IT department will be asked by the COO to direct those emails to another administrative person for the time period that the registrar is out.</p> <p>*See Appendix H</p>	
RECOMMENDATIONS: 1424 (b) Ensure that program policies are consistently applied as described in the published documents.	<p>We have accepted and incorporated this recommendation. We have reviewed the program policies and are monitoring classroom instruction, skills lab and clinical rotations to ensure that the content is consistent with the program policies and goals.</p> <p>If in our review we find that a policy is not being followed by an instructor or student, the instructor and/or student is invited to sit down with me and the Assistant Director to explain what caused them not to follow the policy/ noncompliance. The policy will again be reviewed with the individual, a verbal warning issued and noted in their file. Should the policy not be followed again, a written warning will be given and suspension may be considered. Failure to follow the policies the third time will result in termination of the instructor and dropping the student from the program. Since September 7th, both a student and an instructor have been addressed by the Director.</p>	
1424 (b) (1): Review and evaluate data from course, clinical facility and other	<p>Data from a course evaluation, clinical facility feedback, any surveys received at the completion of each course will be reviewed by the Director and Assistant Director and shared with the faculty and</p>	

RE: Resolution of Findings From June 2011

IDENTIFIED NONCOMPLIANCE	ACTIONS TAKEN TO RESOLVE THE IDENTIFIED NONCOMPLIANCE	FINAL FEEDBACK
<p>evaluative surveys conducted and make the changes indicated for program improvement.</p>	<p>Paradigm Committee at their next meeting.</p> <p>Admission, selection, attrition and retention data will be gathered by the Registrar, given to the Director and analyzed by the Administrative team consisting of the Provost, Campus Academic Director, Registrar, Assistant Director and Director to determine if any changes need to be made to admission /selection process, recruitment and retention strategies, mentoring and tutoring programs, financial aid and other support programs for the students. Comparisons will be made between admitted cohorts and the results used to determine changes in strategy.</p> <p>In addition, an Advisory Committee is being established with representatives from all the clinical facilities where USU has student rotations and a community member to obtain feedback on the school's program, reputation, areas of concern, and provide recommendations for how to improve the program. The first meeting will be November 10, 2011.</p> <p>An evaluation form for use by the clinical facilities to provide feedback has been implemented. The responses will be emailed to me for review. The information received will be shared with the faculty and administration. See attached.</p> <p>*See Appendix I</p>	
<p>1424 (c)</p>	<p>An organizational chart indicating the reporting relationship and chain of command between the President, Provost, Nursing Director, Content Experts, Instructors, Assistant Instructors and Teaching Assistants is included. In addition, a communication chart indicating</p>	

RE: Resolution of Findings From June 2011

IDENTIFIED NONCOMPLIANCE	ACTIONS TAKEN TO RESOLVE THE IDENTIFIED NONCOMPLIANCE	FINAL FEEDBACK
	<p>the direct relationships between the Director, Content Experts, Instructors, Assistant Instructors and Teaching Assistants is incorporated. Each faculty member has been given a copy of the communication chart.</p> <p>In order to keep the lines of communication flowing among the content experts, instructors, assistant instructors and teaching assistants, bi-monthly meetings will be held with all faculty members. The meetings will be set up by the Director on the 3rd Wednesday of every month at 1600. These meetings will be utilized for the following:</p> <ul style="list-style-type: none">• Discuss curriculum issues; what needs to be changed, how to proceed• Review textbooks being used; agree on selected textbooks to be replaced• Discuss skills lab needs, organization of equipment, ordering of supplies• Discuss strategies to provide students with academic support• Establish that theory being taught coincides with skills lab exercises• Determine equipment needed to enhance learning opportunities <p>Every human effort possible has been done by US University for the past 3 months and US University has rectified most of the non-compliance issues. Great strides in improvement have been made and the University vows that it will continue to service the underserved and assist the community that needs them most.</p>	

TO: LESLIE MOODY, NEC

Page 17

RE: Resolution of Findings From June 2011

Cohort	NUR 310 Foundations Professional Nursing <u>3 crs/45 hrs</u>	NUR 310L Foundations Professional Nursing Clinical <u>3 crs/144 hrs</u>	NUR 320 Nursing Care Adults/Older Adults I <u>4 crs/60 hrs</u>	NUR 320L Nursing Care Adults/Older Adults I Clinical <u>4 crs/192 hrs</u>	NURS 330 Pharmacology <u>3 crs/45 hrs</u>	NUR 340 Nursing Care of Critically Ill Adults/Older Adults II <u>2 crs/30 hrs</u>	NUR 340L Nursing Care of Critically Ill Adults/Older Adults II Clinical <u>2 crs/96 hrs</u>	NUR 350 Women's Health Nursing <u>2 crs/30 hrs</u>	NUR 350L Women's Health Nursing Clinical <u>2 crs/96 hrs</u>	NUR 360 Children's Health Nursing <u>2 crs/30 hrs</u>	NUR 360L Children's Health Nursing Clinical <u>2 crs/96 hrs</u>	NUR 400 Mental Health Nursing <u>2 crs/30 hrs</u>	NUR 400L Mental Health Nursing Clinical <u>2 crs/96 hrs</u>	NUR 460 Nursing Leadership <u>1 cr/15 hrs</u>	NUR 460L Nursing Leadership Clinical <u>2 crs/96 hrs</u>	NUR 462 Community Health Nursing <u>3 crs/45 hrs</u>	NUR 462L Community Health Nursing Clinical <u>1cr/48 hrs</u>	ANTICIPATED GRADUATION DATE
3 (Wednesday) Start: 01/2010 16 students	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Not Applicable, due to revised curriculum approval received in February 2011	Not Applicable, due to revised curriculum approval received in February 2011	June 25, 2011
4 (Thursday) Start 04/2010 14 students	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	NOT Completed (7/14 students still completing OB hours)	Completed	NOT Completed (8/14 still completing PEDs hours)	Completed	Completed	Completed	Completed	Not Applicable, due to revised curriculum approval received in February 2011	Not Applicable, due to revised curriculum approval received in February 2011	September 2011
5 (Mondays) Start 09/2010 42 students	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	NOT Completed (14/42 students are still completing clinical hours; 5/14 are non US citizen)	Completed	NOT Completed	September 26- November 14 (18 students continue without clinical site placements) 5:30-9:30p 8 wks	October 1- November 13 12 hrs 8 wks	November 21- December 12 5-9:30p 4 wks	November 19- December 18 (clinical placements not yet finalized) 2x 12 hrs	Not Applicable, due to revised curriculum approval received in February 2011	Not Applicable, due to revised curriculum approval received in February 2011	December 2011
6 (Tuesdays) Start: 01/2011 41 students	Complete	Complete	Complete	Complete	Complete	Complete	NOT Completed (9/41 students still completing clinical hours, awaiting to be placed at Paradise Valley Hospital)	September 6- October 18 5:30-10p 4hrs 7 wks	September 17-November 6 (9/41 students still needing placements, awaiting to be placed at Paradise Valley Hospital) 12 hours 8 wks	November 1 – December 13 5:30-10p 4hrs 7 wks	November 12-January 15, 2012 (6/41 students without clinical placements) 12 hours 8 wks	January 17- February 28 5:30-10p 4hrs 7 wks	January 21- March 12 12 hours 8wks	March 20- April 10 5-9:30p 4 hrs 4 wks	April 7-April 29 2 x 12 hrs	Not Applicable, due to revised curriculum approval received in February 2011	Not Applicable, due to revised curriculum approval received in February 2011	April 2012
7 (Mondays) Start 05/2011 20 students	Complete	Complete	August 29 – October 19 Sep 5-OFF 4 hrs 8 wks	August 30- October 23 24 hrs 8 wks	July 6 - August 24 3 hrs 8 wks	Oct 24 – December 12 4 hrs 8 wks	October 25- December 18 12 hrs 8 wks	January 2- February 22 Jan 16 and Feb 20-OFF 4 hrs 8 wks	January 3- March 4 12 hrs 8 wks	March 5- April 23 4 hrs 8 wks	March 6-May 6 12 hrs 8 wks	May 7 – June 25 May 28-OFF 4 hrs 8 wks	May 8-July 1 12 hrs 8 wks	July 2- 23 4 hrs 4 wks	July 3- August 26 12 hrs 8 wks	Jul 30- September 26 Aug 27, 29 and Sep 3-OFF 3hrs 8 wks	July 31- September 2 Aug 27-Sep 3- OFF 12 hrs 4 wks	September 2012

*Start dates and end dates indicated dates published in NGL, Next Generation Learning System (Student Portal) each session.

Adjunct Faculty Hired since June 1, 2011

1. Acheampong, Alberta	Assistant Instructor	Clinical	Peds
2. Bianca, Lia	Assistant Instructor	Clinical	Peds
3. Connelly, Sandra	Assistant Instructor	Clinical	Peds
4. Earl, Nancy	Assistant Instructor	Clinical	Psych
5. Fang, Dana	Assistant Instructor	Clinical	OB
6. Haughey, Lisa	Assistant Instructor	Clinical	OB
7. Raguine, Michael	Clinical Teaching Assistant	SIMS Lab	Med/Surg
8. Suarez, Hugo	Clinical Teaching Assistant	SIMS Lab	Med Surg
9. Suarez, Oliver	Clinical Teaching Assistant	SIMS Lab	Med Surg
10. Oca, Bernadette	Assistant Instructor	Clinical	Med/Surg
11. Wright Tammy	Assistant Instructor	Clinical	Peds
12 Yabut, Emeline	Assistant Instructor	Clinical	OB

Reclassification of Faculty since June 1, 2011

1. Aliyev, Gabi	Instructor	Theory	OB
2. Haughbaugh, Karen	Instructor	Theory	Psych

United States University School of Nursing Faculty Contact Information 2011			
M-S = Medical-Surgical O= Obstetrics C=Children (Pediatrics) PMH= Psych/Mental Health G= Geriatrics			
#	Instructor's Name	Approved Clinical Area/ Classification	
		O, Instructor	
1	Allyeva Gabry	M-S, Clinical Teaching Assistant	Part Time
2	Ballejos Campos Christina M	M-S Instructor	Part Time
3	Brook Barbara Jean	M-S Instructor	Part Time
4	De La Cruz Lisa	M-S Instructor	Part Time
5	Ditona Anna	O Instructor	Part Time
6	Ford Sylvia	M-S, C, Instructor	Part Time
7	Oak Joni	C Instructor	Part Time
8	Harbaugh Karen Louise	PMH Instructor	Part Time
9	Sengsanoi Samantha Naly	M-S Instructor	Part Time
10	Walters Latrice	M-S, PM-H Instructor	Part Time
Assistant Instructors			
11	Acheampong Alberta Ama	C- Assistant Instructor	Part Time
12	Bakyot Izon Bernadette	M-S Assistant Instructor	Part Time
13	Bianca Lia	C, Assistant Instructor	Part Time
14	Borja Erlinda Mangaco	M-S Assistant Instructor	Part Time
15	Cardenas Blanca Estela	M-S, G Assistant Instructor	Part Time / FNP Coordinator
16	Connolly Sandra	C, Assistant Instructor	Full Time
17	Dizon Dennis	M-S, Assistant Instructor	Part Time
18	Earl Nancy A.	PMH, Assistant Instructor	Part Time
19	Fang Dana	O, Assistant Instructor	Part Time
20	Faravandeh Selene Edessa	M-S, Assistant Instructor	Part Time
21	Fernando Helen Guevara	M-S, Assistant Instructor	Part Time
22	Haughey Lisa Kristen	O, Assistant Instructor	Part Time
23	Johnston Jennifer	M-S, Assistant Instructor	Part Time
24	Johnson Marquet Tyese	M-S, Assistant Instructor	Part Time
25	Krisely Jennifer	M-S, PMH Assistant Instructor	Part Time
26	Lecar Rosemarie	M-S, Assistant Instructor	Part Time
27	Macagba Zenaida B	M-S, Assistant Instructor	Part Time
28	Marquez-Marleja Melinda	M-S, Assistant Instructor	Part Time
29	Merlen Harold Arthur	M-S, Assistant Instructor	Part Time
30	Munda Remy Ralols	P-MH, Assistant Instructor	Part Time
31	Ortin Erlinda	P-MH, Assistant Instructor	Part Time
32	Robinson-McCain Natalie	M-S, O, Assistant Instructor	Part Time
33	Scott Rita M	P-MH, Assistant Instructor	Part Time
34	Tolentino Maria Luz	M-S, Assistant Instructor	Part Time
35	Yabut Emeline C	O, Assistant Instructor	Full Time
36	Yonemura Lee Ann	C, Assistant Instructor	Part Time
37	Zulueta Reyes Liwayway	M-S, Assistant Instructor	Part Time
Clinical Teaching Assistant			
38	Bravo Luz Carmen	C, Clinical Teaching Assistant	Part Time
39	Haynes Regina	M-S, Clinical Teaching Assistant	Part Time
40	Martinez Deborah	C, Clinical Teaching Assistant	Part Time
41	Raguine Michael	M-S Clinical Teaching Assistant	Part Time
42	Suarez Hugo	M-S Clinical Teaching Assistant	Part Time
42	Suarez Oliver	M-S Clinical Teaching Assistant	Part Time



Phone: 1.800.299.3366 ext. 287

Fax: 1.888.977.7653

Website: ChildbirthGraphics.com

*Don't
need
for SIMS
lab -
OB*

INVOICE TO:

Name/Dept. _____
Organization _____
Address _____
City _____ State _____ ZIP _____
Phone () _____
Fax () _____
E-mail _____

DELIVERY DETAILS:

Name (if different from left) _____
Organization _____
Address _____
City _____ State _____ ZIP _____
Phone () _____
Fax () _____
E-mail _____




Item #	Page #	Product Name	Quantity	Item Price	Total
YA44346	B	DVD - Getting Started w/ Breastfeeding	1	16.95	16.95
YA43341	5	With Child Pregnancy Calculator	10	3.27	32.70
YA53954	16	Vinyl Pelvic Model Set	1	201.00	201.00
YA79700	21	Cervical Effacement & Dilation ^{Model}	1	209.55	209.55
YA49706	25	DVD - Cesarean Birth: The ^{Inside} Story	1	99.95	99.95
YA90615	26	Labor & Birth Intervention Charts	1	109.20	109.20
YA54020	27	Fundus Skills & Assessment Trainer	1	942.90	942.90

Item #	Page #	Product Name	Quantity	Item Price	Total
YA78901	34	Lactation Model - Brown	1	119.00	119.00
YA90630	25	Six Essential Labor & Birth Charts	1	109.20	109.20
YA90160	31	Newborn Chart Set	1	64.90	64.90
YA79077	41	Baby Bellies Display	1	11.70	11.70
YA48278	43	Breast-feeding Best Practice	1	249.95	249.95

PAYMENT

☐ Institutional Purchase Order
P.O. # _____
Schools, companies, and institutions using purchase orders with approved credit will be invoiced.
International orders and orders from individuals must be prepaid.

☐ Check or money order enclosed

☐  ☐  ☐ 

Expiration Date _____
CVV _____

Subtotal **2167.⁰⁰**

Sales Tax
(Texas residents ONLY, add 8.25% sales tax)

Shipping and Handling Charges*

TOTAL

*Minimum \$5.00 handling

Thank you for

Faculty Staff Meeting
9/13/11
1600

PRESENT: Latrice Walters, Joni Oak, Sylvia Ford, Emelene Yabut, Anna-May Naanos, Dr. Elisabeth Hamel, Pilar De La Cruz-Reyes (met 1 on 1 with Dana Fang, Sandra Connelly, Barbara Brock, Art Merian

Topic	Discussion	Outcome
Welcome and Introductions	Pilar welcomed attendees.	Self introductions made
Information	Pilar shared background information on herself, share her philosophy of nursing, expectations for students to deliver the best possible safe care.	Goal is to turn this school around to have it be a model school within 1 year.
Issues: Student attendance	Students must attend all classes and for full time of the class.	Faculty is to monitor student attendance in both didactic and clinical areas. Student tardiness is not acceptable. If a student continues to be tardy, an appointment will be made with the Nursing Director
Faculty responsibilities	Continue to provide the instruction needed by the students. Need to make sure that the students each have a copy of the Nurse Practice Act as well as the IOM recommendations for the Future of Nursing. This information should be reviewed in each class..	Pilar will get copies of Nurse Practice Act and the IOM Report on the Future of Nursing for the faculty so they can give one to each student.
Contact information for Pilar and Dr. Hamel	All faculty need to have the Director and Assistant Director's phone numbers (office, mobile and home)	Anna-May will make these numbers available to the faculty.
BRN	Pilar will be meeting with the BRN on	BRN has decided to leave the program on

	Wednesday, 9/14 in Oakland regarding the status of the program. Different changes for improvement have been made but there are still issues that need to be addressed.	warning status with no additional admission of cohorts at this time. Pilar will return to give a progress report to the Education Committee of the board next month.
Moving forward: Paradigm Committee	Pilar would like to establish a Paradigm Committee comprised of students, faculty and administrators to meet every other month for 1.5 hours to discuss issues and ideas on how to improve the program, what changes need to be made and how to best make those changes.	Each cohort of students will select one student to serve on the committee. Interested faculty are to let Pilar know of their interest to serve.
1500 Newscasts	This format was implemented to increase the communication between the school and the students. Faculty members expressed a desire to also receive the newscast.	Anna-May will add faculty to the list of recipients.
Faculty meetings	The need for regular faculty meetings was discussed.	Faculty meetings will take place on the second Monday of each month at 4:30 pm.
Faculty retreat	The desire to have a mini retreat was presented by Pilar.	The retreat will probably be in early November. Actual date and time to be decided.
USU Open House	It would be great to be able to have an open house and invite the nursing leaders in the community to come and visit the school. Students will have the opportunity to meet them, provide them a tour and demonstrate their projects.	Will be discussed further at the next meeting.
Faculty New faculty	The school needs more faculty. Need a content expert in geriatrics and Psych	A recruitment bonus is being introduced. Stay tuned for more information. Two part-time faculty members, Sandra Connelly and Emeline Yabut have gone

		from part-time status to full-time status.
Use of ATI in the curriculum	The need to incorporate the ATI material/questions into the entire curriculum was discussed.	Students have been informed that this was available for their use.
Skills lab	The skills lab needs some coordination.	Two faculty members have each been hired part-time and will be asked to served as coordinators of the skills lab responsible for identifying needs and models as well as organizing the cabinets by specialty.
Need for additional equipment	Both a ventilator and infusion pump as needed	Skill lab coordinators will seek whether their respective hospital can donate some equipment.
Faculty Input	Faculty would like to see book vendors. Some of the cohorts need new books.	Will look to see if we can bring book vendors in to display the updated books available. Will also look at using E-books.
Adjournment	Being no further business, the meeting was adjourned.	Meeting adjourned at 1530. Next meeting will be on October 17 th due to the Paradigm Committee meeting being held on October 10 th .

FACULTY MEETING
9/13/11

AGENDA

1. Welcome and Introductions

- Background information
- Goals

2. Issues

- Student attendance/class time
- Faculty responsibilities
- Contact information for Pilar and Dr. Hamel
- BRN

3. Moving Forward

- Paradigm Committee
- “1500 Newscasts”
- Regular faculty meetings
- Faculty retreat
- USU Open House

4. Faculty

- New full-time faculty
- Need for additional full-time faculty
- Need for mental health content expert

5. Skills lab

- Skills lab coordinators
- Need for computerized equipment
- Need for IV pump
- Need for ventilator

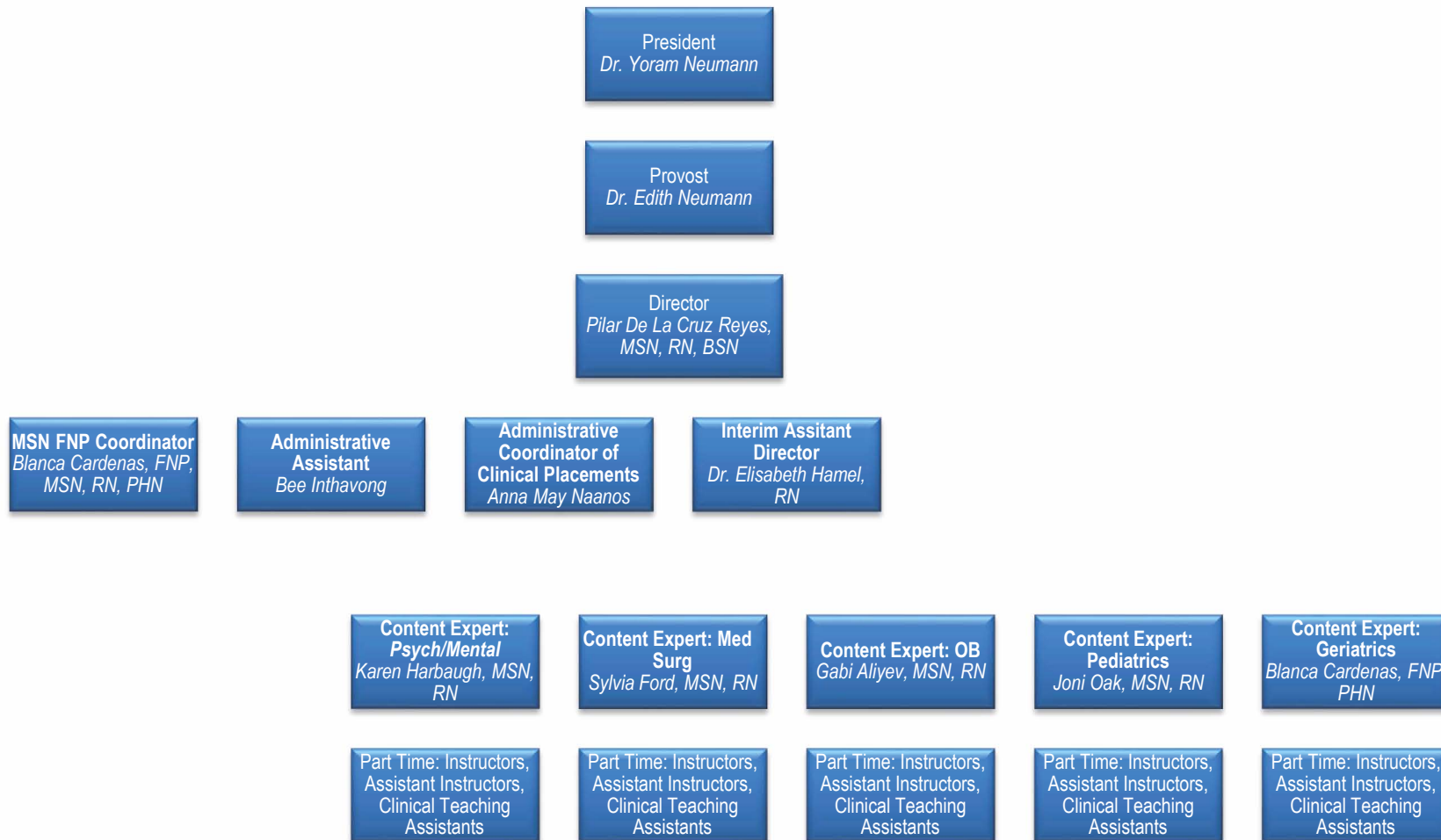
6. Open Discussion

- Faculty concerns
- Ideas/suggestions



UNITED STATES UNIVERSITY

Organizational Chart: School of Nursing

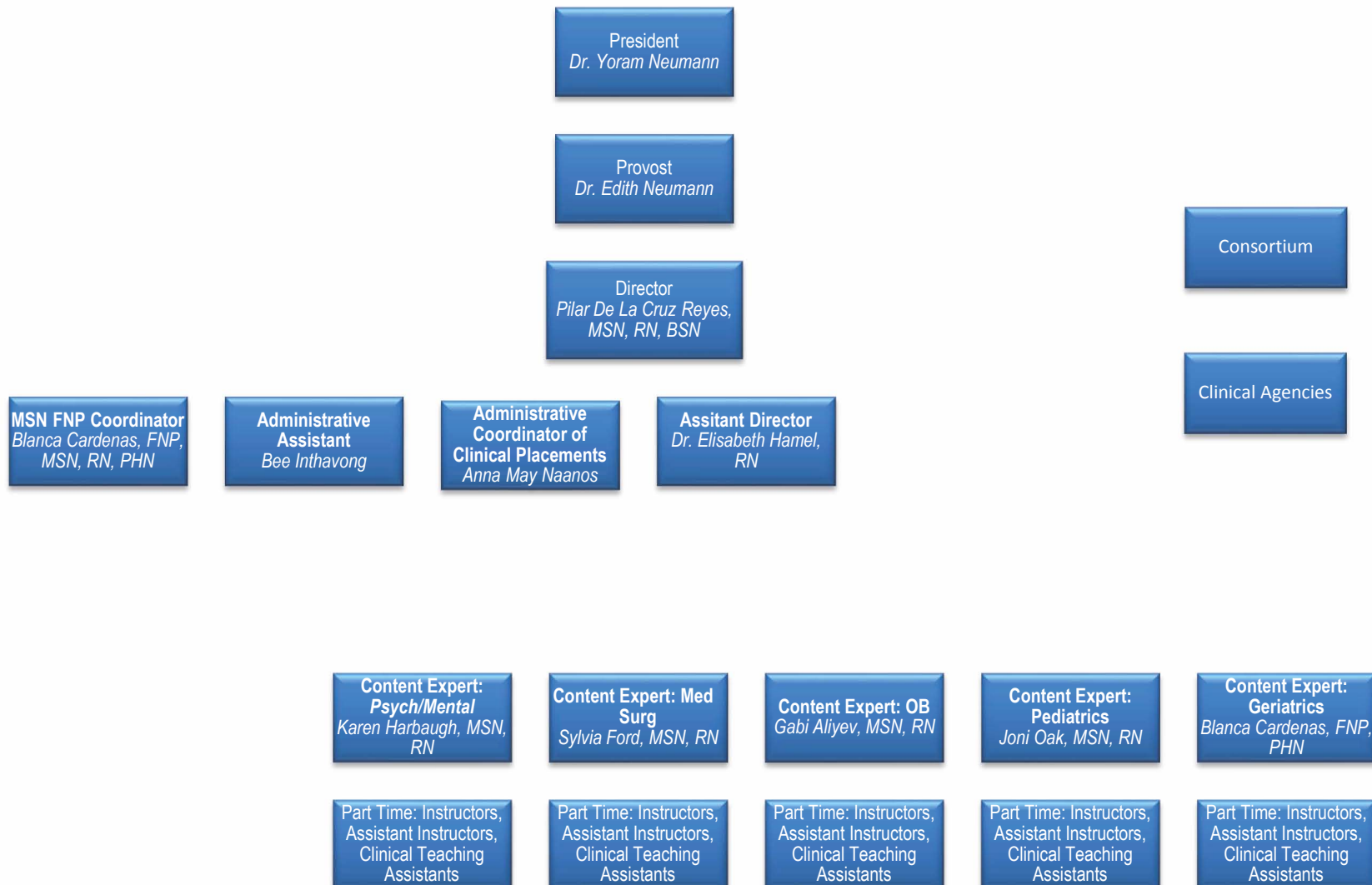




UNITED STATES UNIVERSITY

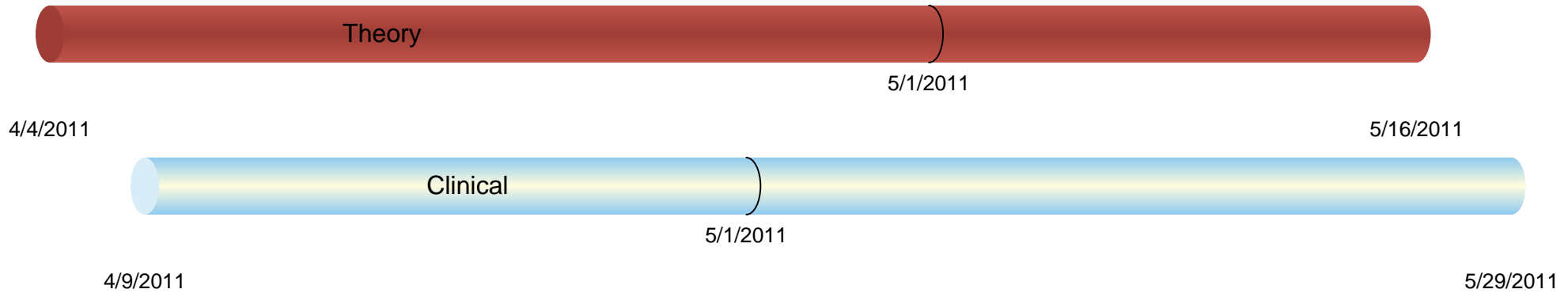
Communication Chart: School of Nursing

(A communication chart was created since Clinical Agencies are not part of the organization.)

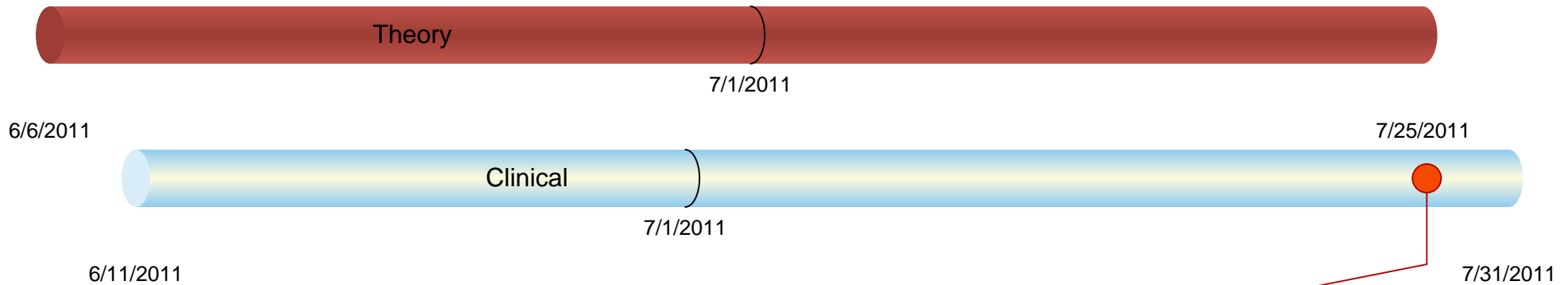


Cohort 5

Critically Ill



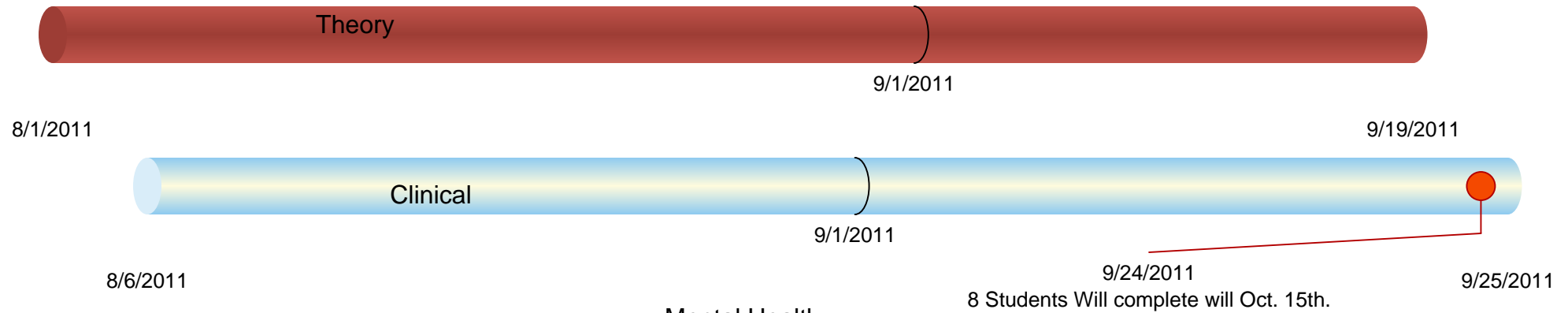
Women's Health



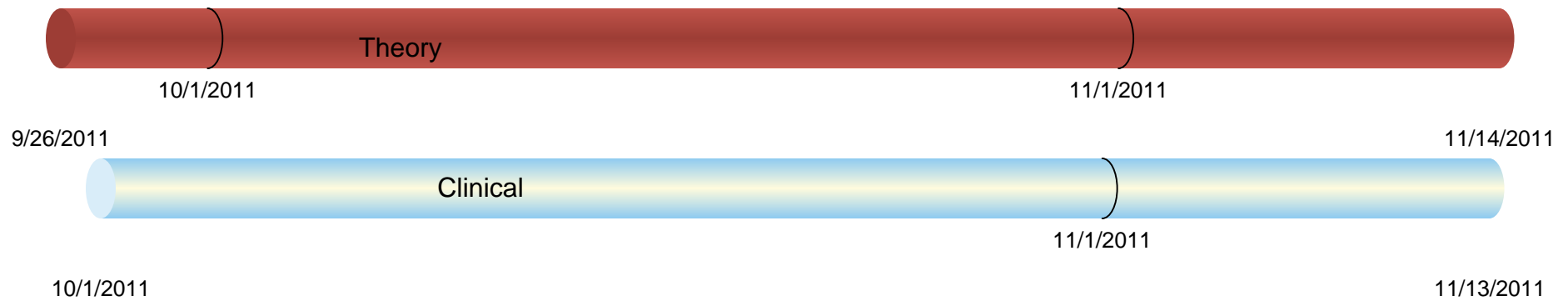
14 Students need to complete will be done by Oct. 23rd.

Cohort 5

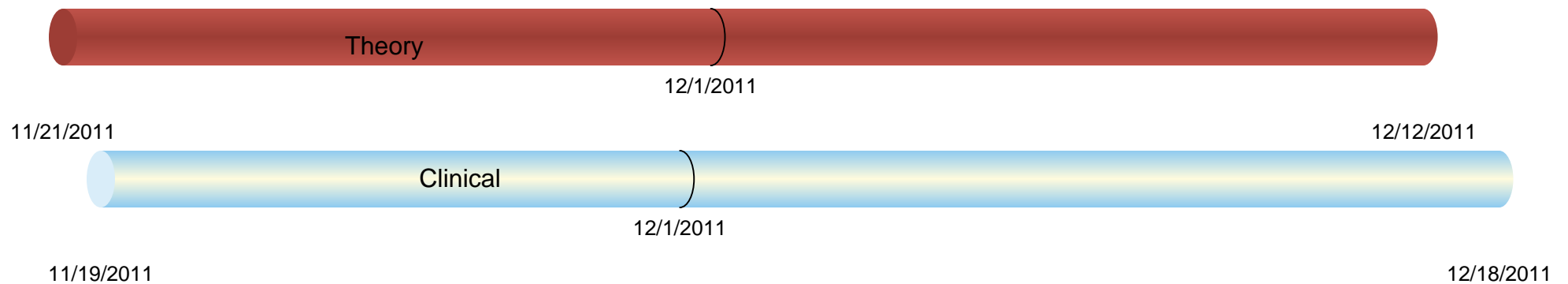
Children's Health



Mental Health

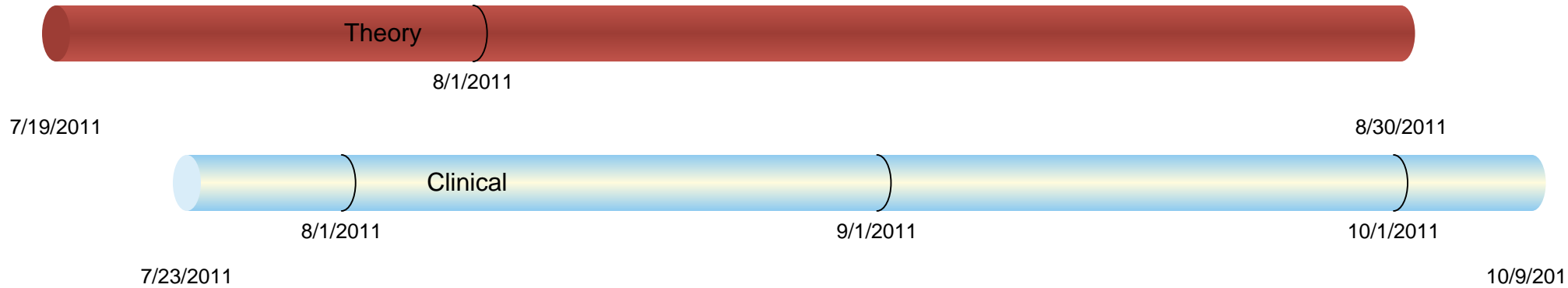


Leadership

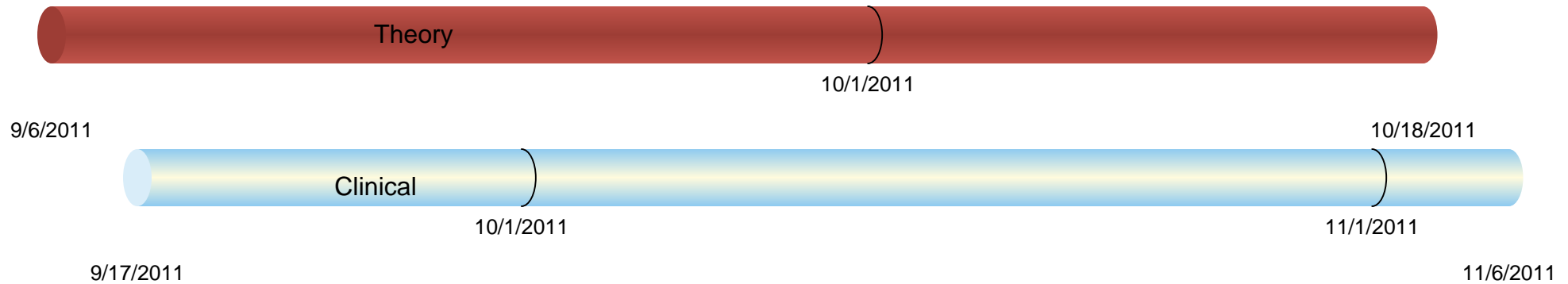


Cohort 6

Critically Ill

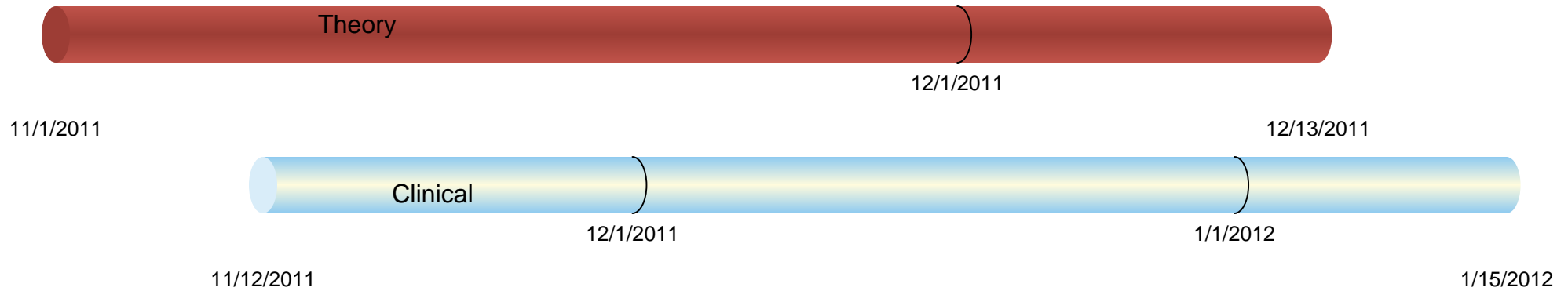


Women's Health

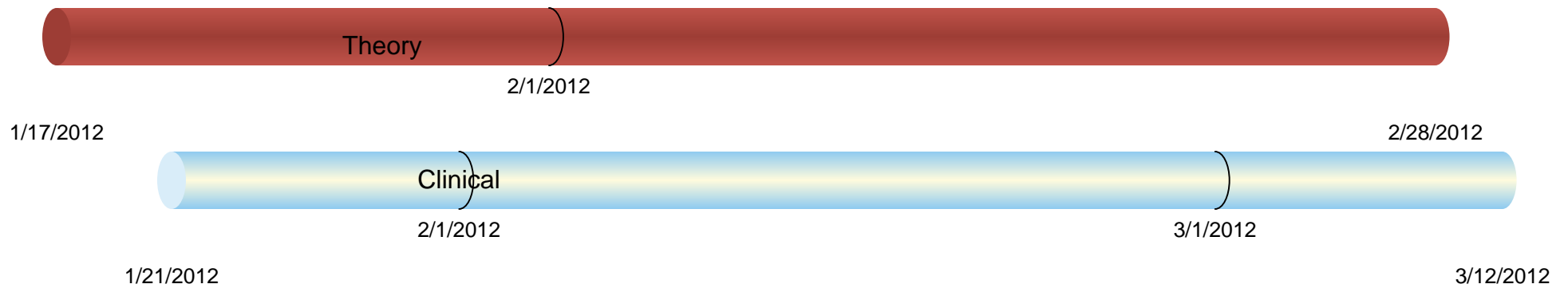


Cohort 6

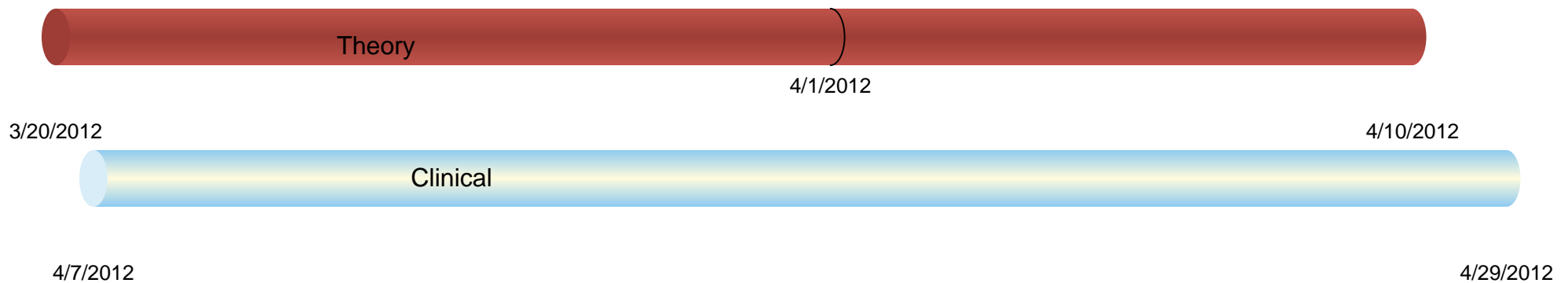
Children's Health



Mental Health



Leadership



UNITED STATES UNIVERSITY

PARADIGM COMMITTEE

PURPOSE:

To establish a volunteer committee comprised of nursing students, faculty and administrators that will meet bi-monthly on an agreed upon date and time to:

- Provide feed back to the Director and Assistant Director on strategies to improve the nursing program;
- Review new and pending policies that are to be implemented and provide feedback;
- Offer suggestions on curriculum development to enhance student learning;
- Submit evaluation comments on products used for student success such as NCLEX reviews, ATI, and other such review courses;
- Provide guidance on the selection of equipment purchased for the skills lab;
- Discuss ways to provide students with information about all available scholarships and grants available;
- Explore the best way to incorporate the ATI into the entire curriculum;
- Identify strategies to make USU more visible to the medical/nursing community;
- Help identify methods of service enhancement within cost containment parameters.
- Assist United States University in establishing priorities for the nursing program.

(This is only a sampling of how the Paradigm Committee can function to make US University even better)

SELECTION OF MEMBERS:

The cohorts will select students to serve on this committee. A representative from each cohort would be ideal, but a minimum of three students will be members. The name of the selected student will be given to the Director.

Faculty (up to 3 faculty members) will be asked to apply to serve on the committee and will be selected by Administrators.

Administrators will consist of the Provost, Academic Director of Chula Vista Campus, Assistant Nursing Director and the Director of Nursing.

MEETINGS:

Meetings will be held bi-monthly (to begin in October, 2011) and the date and time for the meeting will be set by the committee (the first meeting will be set and chaired by the Director of Nursing)

Attendance and minutes of the meetings will be kept and made available to students, faculty and administrators.

An agenda will be submitted to committee members one week prior to each meeting. The minutes will be posted within two weeks of the meeting.

The administrators will be responsible for follow-up on suggestions.

Approved changes made will be made known to the nursing students and faculty via the "1500 Newscast".

The students and faculty will serve for a period of 1 year. However, the first year, one-half of the members will remain on the committee in order to allow for continuity of progress and others will be given the opportunity to serve.

2011-2012 MEMBERS

STUDENTS:

Shelby Cooper
Alexis Hernandez
Janene Chesselet

FACULTY

Sandra Connelly
Emeline Yabut
Sylvia Ford

ADMINISTRATORS

Dr. Edith Neumann
Dr. Elisabeth Hamel
Dr. Rosalinda Milla
Pilar De La Cruz-Reyes

Anna-May Naanos, Administrative Assistant will attend and take minutes.



► THE JOHNSON & JOHNSON
CAMPAIGN FOR NURSING'S
FUTURE



► FLU VACCINES



► SPANISH FOR
MEDICAL PROFESSIONALS

UNITED STATES UNIVERSITY SCHOOL OF NURSING

Friday, September 16, 2011

Newscast 1500

SUCCESS COMES WHEN YOU DO THE THINGS YOU LEAST
WANT TO DO WHEN YOU LEAST WANT TO DO THEM.



The Johnson & Johnson *Campaign for Nursing's Future* is preparing to observe its 10th anniversary and display a unique mosaic image celebrating the nursing profession. A photo mosaic is a compilation of many individual pictures that are used to create a single image.

Your photo can be included in **The Art of Nursing: A Portrait of Thanks Mosaic Project** with a few simple clicks of your mouse. By participating in the project, not only will you become a part of nursing history, but you'll also help encourage and inspire the next generation of nurses. For each photo uploaded on or before **February 1, 2012**, the Campaign will donate \$1 to the [Foundation of the National Student Nurses Association \(FNSNA\)](#) to help fund nursing student scholarships.

To become a part of this historical image of nurses and nursing, simply upload your photo at [campaignfornursing.com/portraitofthanks](#). Follow the easy instructions, and within minutes your photo will be uploaded to the project.

Learn more about the Mosaic Project on the [Nursing Notes by Johnson & Johnson Facebook Page](#).



**A Portrait
of Thanks
Mosaic Project**



SPANISH FOR MEDICAL PROFESSIONALS

» Learn to communicate with Spanish-speaking patients and expand your Spanish into the medical field

» Interactive, practical class prepares professionals in health fields to use Spanish in the workplace

» Learn to ask basic diagnostic and personal questions, understand patient responses, and verify information

SEE ATTACHED FLYER FOR MORE
INFORMATION

FLU VACCINES

All NMCS D School Affiliates: It's flu season again. FYI: For those eligible students/instructors (includes those who are currently on military reserves, active duty, retired military, or dependent status), please refer to schedule below for flu shots given free at our campus.

This is a great opportunity for staff to get vaccinated!
All those medically qualified with a NMCS D hospital badge are eligible.

Evening events:

Monday, 12 September 2011

Thursday, 15 September 2011

LOCATION: Travel/Infectious Disease Clinic

NMCS D Building 1, 2nd Floor

Time: 1800-2000

Day event:

Wednesday, 14 September 2011

LOCATION: NMCS D Building 5, Auditorium

Time: 0830 - 1200



► NURSING SCHOLARSHIP GRANT



► USU NURSING STUDENTS TAKE ACTION TO ASSIST AN ELDERLY MAN WHO NEEDED HELP



► PARADIGM COMMITTEE

UNITED STATES UNIVERSITY SCHOOL OF NURSING

Tuesday, September 20, 2011

Newscast 1500

SUCCESS COMES WHEN YOU DO THE THINGS YOU LEAST WANT TO DO WHEN YOU LEAST WANT TO DO THEM.

NURSING SCHOLARSHIP GRANT

We are excited to announce that United States University is accepting applications for the 2011-2012 Nursing Grant Scholarship program. The United States Scholarship Grant will be awarded based on Need and academic excellence (GPA) of the applicant and is intended to help with tuition for the Nursing program.

Scholarship's Value:

3 - 500

5 - 400

1 - 445

10 - 300

Eligibility Requirements:

Candidates should be enrolled as a full-time in the Nursing program and committed to remain as a full time student for the duration of the award. The applicant must have shown a need for the scholarship and maintain a passing GPA of 2.0 throughout the duration of the award. If GPA falls below requirements; the student forfeits the grant.

Disbursement of grant:

The grant will be awarded in two disbursements; the first award will be disbursed at the beginning and one at the midpoint of the award. Those who continue to meet the requirements will receive second disbursement. Those students who fail to meet the requirements will lose the full amount of the award and would be required to pay for the first reimbursement amount.

Commitment:

Students must commit to 10 hours community service on a low income facility as a way in giving back to the community.

SEE ATTACHED DESCRIPTION AND APPLICATION
FOR MORE INFORMATION

Hi Pilar, Elisabeth and Joni,

I just wanted to praise the actions of the students at NMCSO (pediatrics) on Saturday, September 17, 2011.

We were sitting in the courtyard very early in the morning. There were no other people around us that we could see. While we were talking, a gentleman approached us. He asked if we could check on a man that was sitting on a bench around the corner. The man had heart trouble. The gentleman told us he was going to the ER to get help but saw us and we were closer.

When we got to the man, his lips were blue and his color was ashen. He said that last night he started having shortness of breath, a cough and his nose was itchy. It was very, very clear that this man was in trouble in a critical way.

The students remained calm. Half of them stayed with me (and the man). Half of them went to the ER to alert the staff and to get a wheelchair. We transported the man to the ER where a nurse met us at the ambulance entrance and directed us to a bed space. The students assisted in getting the man on the stretcher, we gave the history and said our goodbyes.

I've since learned from the gentleman that initially approached us that his father is in ICU. He is in severe congestive heart failure and on multiple drips. He also had an MI. He was very appreciative and thanked us all for helping him and his father.

Nicolette, Colleen, Char, Joanne, Jessica and Thagar did a great job. They remained calm under pressure and were very supportive and reassuring to the gentleman and his father.

These students rose up to the occasion and represented the very best of USU. The gentleman and his father will always remember the school patch on the uniform sleeves and the kindness of these women. They are all going to be great nurses!

Lia



USU NURSING STUDENTS TAKE ACTION TO ASSIST AN ELDERLY MAN WHO NEEDED HELP

SUBMITTED BY: LIA BIANCA

PARADIGM COMMITTEE

Just a reminder, each cohort please vote on one representative to sit on the Paradigm Committee. Please send name of representative to anaanos@usuniversity.edu. Thank you.



► NEW STUDENT HOTLINE



► SCHOLARSHIPS



►

UNITED STATES UNIVERSITY SCHOOL OF NURSING

Friday, September 23, 2011

Newscast 1500

SUCCESS COMES WHEN YOU DO THE THINGS YOU LEAST WANT TO DO WHEN YOU LEAST WANT TO DO THEM.

Dear School of Nursing Students:

In response to the student's seeking an enhanced the method of communication with the faculty and administrative staff, US University has today implemented a new Student Hotline.

Now you can call Ext. 2222 and leave a message/concern/question.

This hotline will be monitored by the Registrar M-F. She will direct the message/question/concern to the appropriate person and the student can expect a response within 24-48 hours.

On week-ends, the response will be 72-84 hours.

We hope that this new hotline will be of benefit to you, the students.

Scholarships

Please take advantage of the scholarships just announced for nursing students that are being offered by US University. Complete the paperwork and submit it asap.



CLINICAL ROTATION EVALUATION FORM

FACILITY _____ ROTATION DATES _____

In an effort to gain feedback on the performance of our students and faculty while at your clinical facility, we would like to ask for your assistance in completing this short survey. We will use the information you provide us to make changes/improvements to our program.

Please answer the following questions and when completed, please email it back to:
preyes@usuniversity.edu

Thank you in advance for your assistance with this matter.

Pilar De La Cruz-Reyes
Director, School of Nursing
United States University

Questions:	Yes	No	Comments:
The students were knowledgeable about the patients on the unit.			
The students performed all nursing duties in a safe manner.			
The students were professional in their interactions with patients, staff, family and visitors and their grooming.			
Students demonstrated a willingness to learn.			
The faculty was on the unit and available to the students.			
Faculty informed the unit manager/supervisor about the objectives for the clinical rotation			
Faculty/school administration was responsive to any concerns expressed by unit manager			

**BOARD OF REGISTERED NURSING
EDUCATION/LICENSING COMMITTEE
Agenda Item Summary**

AGENDA ITEM: 1.3.1

DATE: October 12, 2011

ACTION REQUESTED: Continuing Approval of University of California, Los Angeles, Baccalaureate Degree Nursing Program and Entry Level Master's Degree Option (Master's Entry Clinical Nursing)

REQUESTED BY: Miyo Minato, MN, RN
Nursing Education Consultant

BACKGROUND: Peggy Compton, RN, PhD, FAAN, Professor and Associate Dean for Academic Affairs, is the Prelicensure Program Director. Jane Tokunow, RN, MSN, CNM, Director of Prelicensure Clinical Programs, is the Assistant Director.

On April 27-28, 2011, Shelley Ward, Carol Mackay, and Miyo Minato, NECs, conducted a regularly scheduled continuing approval visit to the prelicensure nursing programs at UCLA School of Nursing (SON). The program was found in compliance with Board rules and regulations, and no recommendations were made.

The Board approved the UCLA SON to re-open admission to the generic BSN program and to start the new Master's Entry Clinical Nursing (MECN) program in May 2006. In September 2006, 59 BSN and 57 MECN students were admitted into each program. The first cohort of MSN-MECN program (2 year curriculum) graduated in June 2008, and the BSN cohort graduated June 2010. The NCLEX pass rate for 2010 for MECN group was 91.53% and for BSN, 89.58%.

University of California, Los Angeles BSN

2010-2011 JUL-SEP	OCT-DEC	JAN-MAR	APR-JUN	ANNUAL RATE
48 taken; 43 passed	0	1 taken; 1 passed	0	0
85.58%	0	100%	0	0

University of California, Los Angeles MSN

2008-2009 JUL-SEP	OCT-DEC	JAN-MAR	APR-JUN	ANNUAL RATE
47 taken; 43 passed	3 taken; 2 passed	1 taken; 1 passed	0	51 taken; 46 passed
91.49%	66.67%	100%	0	90.20%
2009-2010 JUL-SEP	OCT-DEC	JAN-MAR	APR-JUN	ANNUAL RATE
50 taken; 46 passed	3 taken; 3 passed	1 taken; 1 passed	0	54 taken; 50 passed
92.00%	100%	100%	0	92.59%
2010-2011 JUL-SEP	OCT-DEC	JAN-MAR	APR-JUN	ANNUAL RATE
56 taken; 53 passed	2 taken; 0 passed	0	0	0
94.54%	0%	0	0	0

The philosophy of the UCLA School of Nursing (SON) embodies the mission of the school, to advance nursing science through research and dissemination of knowledge and to expand its

leadership in nursing education, nationally and internationally. The UCLA SON offers the prelicensure programs (BSN, MECN), Master's programs (NP and CNS), and PhD program. Students completing the MECN program receive a Master's degree and are eligible for Clinical Nurse Leader certification. The curriculum framework reflects the philosophy, focuses on social and professional values of nursing, and emphasizes evidence-based practice.

The meeting with Dr. Courtney Lyder, Dean of SON, validated continued commitment and support by administration to maintain the current prelicensure enrollment level for the BSN (60) and MECN (60) programs, including the 10 transfer students, despite the anticipated budget cuts. The applicant numbers for both programs continue to outnumber the allotted spaces, and the SON is able to select the most qualified students into their programs. Students who were interviewed were highly satisfied with their educational program at UCLA and spoke highly of their faculty members who were their role models and readily available and supportive with their learning needs. Kaplan Educational Testing is used to assess students' learning throughout the curriculum, which students stated they use regularly and reported as being very helpful in their learning.

The curriculum uses a unique clinical model of supervision, "Clinical Liaison Model", for students' clinical learning. This model involves a lead course faculty, clinical liaison (clinical faculty), and preceptor (hospital employee). The clinical liaison supervises a group of preceptors as students enter into preceptored clinical experience from the beginning of their clinical course. There is a course at the end of the program, which allows students to experience 300 hours of preceptorship experience and 60 hours of leadership project. Students reported that the organization of the curriculum builds and culminates and comes together for them in the last course. This immersion experience provides the opportunity for students to complete a clinical project that is based on the needs of the clinical area and is often adopted by the unit for use with the patients.

The SON has a simulation lab/skills space with adequate equipment and the number of examination and hospital beds. However, for the number of programs and students using this lab space, the current space is restrictive and limits the availability of free time for use as open lab time. Creative scheduling and individualized faculty hours are being used to meet student needs. Dr. Lyder shared the future building plans for the SON to accommodate program needs for simulation space will increase. The program has added Simulation Coordinator and a Simulation Lab Technician, has held faculty training, and plans to increase integration of simulation into all clinical courses. The SON is participating also in the development of the interdisciplinary curriculum with UCLA School of Medicine's Simulation Center.

NEXT STEPS: Place on the Board Agenda

FISCAL IMPLICATIONS, IF ANY: None

PERSON(S) TO CONTACT: Miyo Minato, NEC
miyo.minato@dca.ca.gov
323-890-9950

BOARD OF REGISTERED NURSING

REPORT OF FINDINGS

**University of California, Los Angeles
Baccalaureate Degree Nursing Program and
Master's Entry Clinical Nursing Option**

Continuing Approval Visit Dates: April 27 – 28, 2011

NON-COMPLIANCE: None

RECOMMENDATIONS: None

**CONSULTANT APPROVAL REPORT FOR
CONTINUING APPROVAL REVIEW**

EDP-S-08 (Rev. 01/11)

(916) 322-3350

PROGRAM NAME: UNIVERSITY OF CALIFORNIA, LOS ANGELES BSN & ELM PROGRAMS

DATES OF VISIT: APRIL 27-28, 2011

APPROVAL CRITERIA

**SECTION 1: PROGRAM DIRECTOR /
ASSISTANT DIRECTOR****SECTION 1425:**

All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of, or within 30 days after, termination of employment of a faculty member. Such changes shall be reported on forms provided by the board. Faculty Approval/Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09) are herein incorporated by reference. Each faculty members, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:

SECTION 1425(a) The director of the program shall meet the following minimum qualifications:

- (1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;
- (2) One (1) year's experience in as an administrator with validated performance of administrative responsibilities consistent with section 1420(h);
- (3) Two (2) years' experience teaching in pre- or post-licensure registered nursing programs; and
- (4) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse.

		COMMENTS	WORK COPY
Compliance	Non-Compliance		
X		Dr. Peggy Compton, Professor and Associate Dean of Academic Affairs, was appointed as the Program Director on September 2009. She has 50% release time for administrative responsibilities of two prelicensure programs (BSN, MECN) and two graduate programs (APN and PhD). Jane Tokunow, is the Assistant Director, who has 100% release time and handles the prelicensure clinical programs. Other support staff for Dr. Compton: FT Director of Clinical Programs, 1.5 FTE clinical placement staff, and 0.5 FTE clerk.	
X		Dr. Compton has PhD (1993) in Nursing Research from New York University;	
X		2006-09 was the Chair of Doctoral Program at UCLA;	
X		1997-09 Professor at UCLA SON;	
X		1986-89 Staff RN Hospital of St Rafael.	

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
(5) Equivalent experience and/or education as determined by the board.			
SECTION 1425(b) The assistant director shall meet the education requirements set forth in subsections (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above, or such experience as the board determines to be equivalent.	X		Jane Tokunow, MSN, CNM, Director of Prelicensure Clinical Programs, serves as the Asst. Director, and has 100% release time for functions to coordinate clinical activities of the prelicensure program. She was appointed 2007 to this position.
SECTION 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.	X		
SECTION 1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered, and who is delegated the authority to perform the director's duties in the director's absence.	X		
SECTION 2: TOTAL PROGRAM EVALUATION AND NURSING PROGRAM ORGANIZATION			
SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.	X		Policies and procedures are outlined in the School's Announcements, Stud Handbook, and Catalog.
(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.	X		Appd C&D outlines the program's evaluation plan and schedule of evaluation. This is the first program review since restarting the program in 2006. Attrition for the two programs are 0 – 1%; NCLEX for MECN is above 90.2% (2008/2009) and 92.6% (2009/2010) for the first two graduating cohorts, totaling 105 who took the licensure exam. Other evaluation data on exhibit showed collection and analyses of data, as well as positive program results.
(2) The program shall have a procedure for resolving student grievances.	X		No grievances filed to date.

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1424(c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication with the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.	X		Appd A shows SON organization with positions and relationships.
SECTION 3: SUFFICIENCY OF RESOURCES			
SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment including technology to achieve the program's objectives.	X		<p>SS identifies addition of faculty and administrative staff have been added to support the growth of various programs within SON and reports adequate resources to achieve the objectives of the prelicensure programs. Since 2006, 30 faculty have been hired to teach in the BS and MSN-MECN programs and 37 administrative support staff to meet the growing needs of the programs. SON benefits from assets provided by the UCLA's health care program delivery.</p> <p>SON is housed at the <u>UCLA Doris and Louis Factor Building</u> and occupies six floors, over 31,000 sq. ft. of space, which includes 16 classrooms, 1 auditorium, and 55 offices, and other spaces for research labs and wet lab space. With increased enrollment in SON, classrooms outside of the Factor building are now being assigned. <u>Oppenheimer Building</u>, within walking distance from SON, was secured to provide additional offices for research staff and other staff members.</p> <p><u>Skills/Simulation Lab space</u> (1,783 sq. ft) has 12 exam tables and 8 beds, with several low fidelity models and five manikins, Noelle and child. This simulation room is being used by the two prelicensure nursing programs (120 students) as well as by the NP programs. Class sizes vary from 15 to 30 students, assisted by the clinical faculties. Although students validated adequate practice time to learn and practice the skills, the available space is being used maximally. Open lab hours are scheduled when the lab spaces are not being used.</p>

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment including technology to achieve the program's objectives. (Continued)	X		<p>A smaller simulation lab on the 6th floor has Sim-Man and Sim-Baby. Additional simulation space and equipment is used in collaboration with UCLA Health Systems and the School of Medicine and includes high fidelity model, and faculty and technical support. .</p> <p>Simulations activities are supported by Dr. Shinnick, Simulation coordinator, Jill Jordan, recently hired Skills Lab/simulation faculty, and Christian Cannaday, Sim-Lab Technician. The simulation integration at UCLA is at a beginning phase and these support staff members are essential for full integration of simulated clinical experiences within their curriculum. Additionally, it is the available staff that allows for 100%+ use of the limited simulation/skills lab space for the size of the prelicensure nursing program. Continued funding to support these resources are essential for continued success of the nursing program.</p> <p><u>Computer and IT</u> needs for SON faculty and staff are provided for by 1 Director and 5 FT IT staff. SON uses a teaching-learning platform Common Collaboration and Learning Environment (CCLE) as its electronic course management system.</p> <p><u>Library:</u> In addition to the Biomedical Library at UCLA, databases available are: BIOSOS Previews, CINAHL Plus, Global Health, OVID, PubMed, Web of Science, and PsycINFO and other electronic resources. Students reported adequacy of computer and other IT needs.</p> <p><u>Financial Resources:</u> SON faculty have direct input into budgetary decisions through the Faculty Executive Committee and section chairs who are members of the Dean's Executive Committee.</p> <p><u>Director of Financial Aid</u> works closely with the Assistant Dean of Student Affairs to address student needs. Approximately 90% of students receive some form of financial aid in the SON.</p>

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment including technology to achieve the program's objectives. (Continued)	X		<u>Teaching-Learning Environment:</u> All classrooms support Web access;12 of 16 classrooms are equipped with ceiling mounted projectors and wall mounted screens. Four classroom are equipped with wireless "Clickers" to facilitate polling and participation.
SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS			
SECTION 1425: Director and Assistant Director Qualifications, refer to Section 1	X		P9 The SON has a shared governance model in decision making within the school.
SECTION 1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.			
SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426(d) will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.			
SECTION 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.			
SECTION 1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.	X		Faculty members at SON teach at all levels of the programs. However, there are 32 faculty members (FT=6; PT/adjunct=26) who teach in the prelicensure nursing program, including the director. Refer to section 1426(d) on Clinical Liaison Model for clinical teaching.
	X		Preceptors are used in their last clinical course that provides 360 hours of immersion experience. BSN: 169; MECN (ELM) N467
	X		P17 New faculty members are oriented in a formal faculty orientation, meeting with the Dean, Associate Deans, and Section chair, and HR. An Orientation Checklist is used.

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 1425(c) An instructor shall meet the following minimum qualifications:</p> <p>(1) The education requirements set forth in subsection (a)(1);</p> <p>(2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by:</p> <p>(A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or</p> <p>(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrate clinical competency; and</p> <p>(3) Completion of at least one (1) year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.</p>	X		There are 18 Instructors
<p>SECTION 1425(d) An assistant instructor shall meet the following minimum qualifications:</p> <p>(1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;</p> <p>(2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by:</p> <p>(A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or</p> <p>(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrate clinical competency.</p>	X		
	X		There are 14 Assistant Instructors
<p>SECTION 1425(e) A clinical teaching assistant shall have had at least one (1) year's continuous, full-time or its equivalent experience in the designated nursing area within the previous five years (5) as a registered nurse providing direct patient care.</p>	NA		
			No Clinical Teaching Assistants.

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p>	X		<p>Content Experts are:</p> <p>Med Surg: Dr. Mary Ann Schinnik</p> <p>Obstetrics: Dr. Angela Hudson</p> <p>Peds: Maureen Jill Jordan</p> <p>P-MH: Dr. Huibire Pieters</p> <p>Geri: Dr. Barbara Bates-Johnson</p>
Section 5: CURRICULUM			
<p>SECTION 1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p>	X		<p>Philosophy of BSN, ELM and PhD programs are described clearly and published in the School Announcement and the College Catalog.</p>

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 1425.1</p> <p>(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p> <p>(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.</p> <p>(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. The board document, "Faculty Remediation Guidelines" (EDP-R-08 Rev. 01/08), which provides guidelines for attaining and documenting clinical competency, is herein incorporated by reference.</p>	X		<p>Shared governance provides faculty participation in the operation and management of the program.</p> <p>All faculty attend general quarterly faculty meetings and are assigned to SON standing committees.</p> <p>Curricular changes can be proposed at the Curriculum Committee level or by the Faculty Executive Committee (FEC). FEC reviews and evaluates any changes for programmatic changes. There are monthly or quarter meetings where information is disseminated to all faculty.</p> <p>New faculty members are oriented to the program.</p> <p>Orientation checklist is used.</p>
<p>SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.</p>	X		<p>Program's curriculum is approved and last curriculum change was approved January 2011.</p>
<p>SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2775, and to meet minimum competency standards of a registered nurse.</p> <p>SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas:</p> <p>(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.</p> <p>(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written and group communication.</p>	X		<p>P. 25 The unifying theme in the mission of the SON focuses on three areas: education, research and practice. The curricular themes that are emphasized include: cultural diversity/competency, communication, ethical conduct, critical thinking, role development, health promotion, nursing practice, nursing theory, scholarly practice, and nursing research</p>
	X		<p>The curriculum is based on quarter units: Total units for licensure is 118 Qtr Units. Other degree requirements are 72 Qtr units. Total units for graduation is 190 Qtr U.</p>
	X		<p>Nursing: 80 Qtr Units (50 theory and 30 Clinical);</p>
	X		<p>Communications: 10 Qtr Units;</p>

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
(3) Related natural sciences, (anatomy, physiology, and microbiology courses with labs) behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.	X		Sciences 28 Qtr Units.
SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.	X		All courses for the required nursing areas are concurrent, and ends in an preceptorship that provides immersion in one clinical area of student's preference, providing supervised experience comparable to that of an entry-level RN. The program uses a unique model of clinical supervision, "Clinical Liaison Model" where there is a course faculty, a clinical liaison, also a BRN approved faculty, and preceptors (hospital employees) that each student works with. Clinical liaison (clinical faculty) supervises a group of preceptors and functions as a clinical faculty during the assigned hours. All clinical related courses use this model of supervision, which allows for greater modeling and experiences with RN roles from the beginning of students' learning.
SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum. (1) nursing process; (2) basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing; (3) physical, behavioral and social aspects of human development from birth through all age levels; (4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines; (5) communication skills including principles of oral, written and group communications; (6) natural sciences including human anatomy, physiology and microbiology; and (7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.	X ↓		

APPROVAL CRITERIA

WORK COPY

APPROVAL CRITERIA			WORK COPY
	Compliance	Non-Compliance	COMMENTS
SECTION 1426.1 PRECEPTORSHIP A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply: SECTION 1426.1(a) The course shall be approved by the board prior to its implementation. SECTION 1426.1(b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that includes all of the following: (1) Identification of criteria used for preceptor selection; (2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student and faculty responsibilities; (3) Identification of preceptor qualifications for both the primary and the relief preceptor that include the following requirements: (A) An active, clear license issued by the board; (B) Clinically competent, and meet the minimum qualifications specified in section 1425(e); and (C) Employed by the health care agency for a minimum of one (1) year; and (D) Completed a preceptor orientation program prior to serving as a preceptor; (E) A relief preceptor, who is similarly qualified to be the preceptor and present and available on the primary preceptor's days off. (4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses: (A) The frequency and method of faculty/preceptor/student contact; (B) Availability of faculty and preceptor to the student during his or her preceptorship experience; (i) Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship. (ii) Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.	X		N 167 and N 467 are preceptorship course for BSN and MECN, respectively.
	X		This course was approved January 2011.
	X		Preceptor Handbook provides information for both students and to preceptors. Orientation is provided and records are maintained.
	X		

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities:</p> <p>(A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student;</p> <p>(B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor;</p> <p>(6) Maintenance of preceptor records that includes names of all current preceptors, registered nurse licenses, and dates of preceptorships;</p> <p>(7) Plan for an ongoing evaluation regarding the continued use of preceptors.</p>	X		
<p>SECTION 1426.1(c) Faculty/student ratio for preceptorship shall be based on the following criteria:</p> <p>(1) Student/preceptor needs;</p> <p>(2) Faculty's ability to effectively supervise;</p> <p>(3) Students' assigned nursing area; and</p> <p>(4) Agency/facility requirements.</p>	X		
<p>SECTION 1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:</p> <p>(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.</p> <p>(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.</p>	X		1 semester unit = 1.5 qtr unit. A quarter is 10 weeks.
	X		1 u of theory = 1 hr.; 1 u of clinical = 3 hrs.
	X		

APPROVAL CRITERIA

WORK COPY

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>LICENSED VOCATIONAL NURSES AND OTHER HEALTH CARE WORKERS:</p> <p>SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p> <p>SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken.</p> <p>SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may fulfill the additional education requirement.</p>	X		Although there are 45 Qtr Unit Option available. The program has not received any applicants for this option.
	X		
	X		<p>Total units: 40 Quarter units</p> <p>Physical Sci 3 (Physiology) 5 units</p> <p>MIMG 10 (Microbiology) 4 units</p> <p>N 613, 166, 172 (Adv M-S; Geri) 21 units</p> <p>N161 (P-MH) 5 units</p> <p>N 168 Leadership 5 units</p>

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing. The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.			
SECTION 1430 PREVIOUS EDUCATION CREDIT An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.	X		Program allows transfer of courses for equivalent courses. No challenge options are available for nursing courses.
SECTION 1431 LICENSING EXAMINATION PASS RATE STANDARD The nursing program shall maintain a minimum pass rate of seventy five percent (75%) for first time licensing examination candidates. (a) A program exhibiting a pass rate below seventy five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. That report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe. (b) A board approval visit will be conducted if a program exhibits a pass rate below seventy five percent (75%) for first time candidates for two (2) consecutive academic years. (c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to Section 2788 of the code.	X		NCLEX for MECN is above 90.2% (2008/2009) and 92.6% (2009/2010) for the first two graduating cohorts, totaling 105 who took the licensure exam. Most recent quarter (2010/2011) has a pass rate of 94.6% (53/56). The program has had its first cohort of BSN graduated in May 2010 with a pass rate of 89.6% (43/48)

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
TRANSFERS AND CHALLENGES: SECTION 2786.6 The board shall deny the application for approval made by, and shall revoke the approval given to, any school of nursing which: SECTION 2786.6(a) Does not give to student applicants credit, in the field of nursing, for previous education and the opportunity to obtain credit for other acquired knowledge by the use of challenge examinations or other methods of evaluation; or SECTION 2786.6(b) Is operated by a community college and discriminates against an applicant for admission to a school solely on the grounds that the applicant is seeking to fulfill the units of nursing required by Section 2736.6.	X		Policies and procedures are in place for transfer of credits.
	X		
	X		
SECTION 6: CLINICAL FACILITIES SECTION 1425.1(c) A registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.	X		Clinical agencies visited: UCLA Ronald Reagan Medical Center; UCLA Santa Monica Hospital
SECTION 1424(i) When a non-faculty individuals participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.	X		Preceptorship in the last clinical course of the program. See CCR 1426.1 Preceptorship.
SECTION 1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b),(c) and (d) of this section and the policies outlined by the board.	X		
SECTION 1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.	X		
SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:	X		

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
(1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;	X		
(2) Provision for orientation of faculty and students;	X		
(3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;	X		
(4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to patients;	X		
(5) Provisions for continuing communication between the facility and the program; and	X		
(6) A description of the responsibilities of faculty assigned to the facility utilized by the program.	X		
SECTION 1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact of such additional group of students has on students of other nursing programs already assigned to the agency or facility.	X		
SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: 1) Acuity of patient needs; 2) Objectives of the learning experience; 3) Class level of the students; 4) Geographic placement of students; 5) Teaching methods; and 6) Requirements established by the clinical agency.	X		The ratio used is 1 faculty to 10 students. The program uses Preceptor model from the start of their clinical experience. The assigned faculty is the person responsible for coordinating students activities with the preceptor.
SECTION 1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.	X		
SECTION 7: STUDENT PARTICIPATION			
SECTION 1428 Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to: (a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum instruction and evaluation of the various aspects of the program, including clinical facilities.	X		Students are elected to be participate in the Curriculum Committee for input into their program. Students reported attending meetings as well as verbalized that some of the changes made in the curriculum are based on their feedback

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 1.3.2

DATE: October 12, 2011

ACTION REQUESTED: Continue Approval of Western Governors University
Baccalaureate Degree Nursing Program

REQUESTED BY: Carol Mackay
Nursing Education Consultant

BACKGROUND: Dr. Kathy Townsend is the program director of Western Governors University (WGU) Baccalaureate Degree Nursing Program (California). Jan Jones-Schenk is Chief Nursing Officer at WGU (Utah). On June 13, 2011, Carol Mackay and Miyo Minato, NECs, conducted an interim visit to WGU to meet with the first student cohort graduating from the program.

On this visit, an area of noncompliance was identified. WGU failed to admit its first generic student cohort into the program in January 2010, as indicated in the program's initial Self Study.

According to the initial Self Study, WGU is a generic BSN program. The plan was for the first student cohort in the program to consist of transfer students who had completed the GE and science courses elsewhere who would take the WGU nursing courses. These students were admitted July 2009. The first cohort of generic BSN students was scheduled to be admitted January 2010.

Section 2786 of the NPA states "An approved school of nursing is one that...gives the course of instruction approved by the board...". This means all the courses WGU identified to meet CCR Section 1426 (GE, science and nursing courses).

On June 18, 2011, WGU submitted a Progress Report responding to the area of noncompliance and other concerns identified on the Interim Visit (attached).

The Progress Report provided a general response to the failure to admit generic students, plus identifying the various university departments and individuals who will need to be involved in solving the problem.

On September 15, 2011 in a telephone conversation with the WGU Chief Nursing Officer which was followed by written confirmation (attached), it was reported that there was a meeting between the WGU CNO and the Academic Provost for Accreditation and Compliance on Friday September 9, 2011 to discuss the generic entry BSN program. At this time no timeline has been established regarding the admission of generic BSN students.

In addition to the establishing the BSN degree entry path, WGU is discussing developing alternate degree paths which will have many GE and science courses in common with nursing. Currently, WGU offers all of the nursing prerequisite GE and science courses. To date, several students have taken one

or two of these courses at WGU to meet their prerequisite requirement(s).

Staff is bringing the noncompliance finding from the 6/13/2011 WGU Interim Visit to the ELC for discussion of actions to take and a timeline.

NEXT STEP: Place on Board agenda.

**FINANCIAL
IMPLICATIONS,
IF ANY:** None

PERSON TO CONTACT: Carol Mackay, NEC
760-583-7844

BOARD OF REGISTERED NURSING
Education Licensing Committee
Agenda Item Summary

AGENDA ITEM: 1.3.3
DATE: October 12, 2011

ACTION REQUESTED: Continue Approval of Golden West College Associate Degree Nursing Program

REQUESTED BY: Badrieh. A. Caraway
Nursing Education Consultant

BACKGROUND: Jacqueline Hils-Williams, MN, CNS, RN has been director of the nursing program since August 8, 2006. Per contractual agreement, the Program Director has 100% release time. Valerie Klein, M.S.N, CNS, RN, Assistant Director was appointed in August 2003, with 25% release time in 2007, then increased to 100% with the large increase in the number of students (from 48 / semester to between 62-66 /semester). This release time is partially grant funded and is evaluated annually to determine if there is a continuing need, as the number of students has decreased to 60-64 per semester.

A regularly scheduled continuing approval visit was conducted by this NEC accompanied by Shelley Ward, RN, MPH, NEC, from April 14 –15, 2011. No areas of Noncompliance were identified. Three recommendations were given related to CCR Sections 1425.1(a) Faculty Responsibility, 1426(b) Curriculum, and 1428 Student Participation. The Reports of Findings and the program's response are attached for the Committee's reference.

During the last eight years the program has experienced a number of positive changes in several areas such as leadership, curriculum revision, Introduction of ATI content mastery testing throughout the program (2004) and Introduction of QSEN into curriculum beginning with faculty education in fall 2009. Also in October 2009, the school of nursing moved into a new Nursing and Health Science building with the state of the art skills lab and simulation center.

The Nursing Education, Simulation and Technology (NEST) is comprised of a computer lab with 48 computers, the skills lab and the simulation center. The simulation center contains seven high fidelity mannequins-three adults, one newborn, one baby, one child and a birthing mother. Simulation has been integrated throughout the curriculum and the faculty has been trained in the use of the simulation scenarios. To ensure consistency of simulation experiences to all students, a faculty member is assigned to the simulation center. The skills lab is staffed with three grant funded part time faculty members, and one part time simulation technician.

Faculty are assisting students in the skills lab, remediation and during the extended skills labs (Thursday 4-7 PM, and Friday, 12-3 PM).

The above changes have contributed to the improvement in the NCLEX pass rate and students success. The Annual NCLEX pass rate July 2001-June 2010 ranged from 85% to 91.60%. The program maintains an excellent NCLEX pass rate.

The school attracts culturally and ethnically diverse students to attend this program. The employer survey reported satisfaction with graduate performance > 95% since 2001. The program has an excellent reputation within the community and is held in high regards by graduates. College administration and faculty continue to be strongly committed to student success.

NEXT STEP: Place on Board Agenda

FISCAL IMPLICATION (S), IF ANY: None

PERSON (S) TO CONTACT: Badrieh A. Caraway, MS, MEd, RN
909-599-8720
E-mail: Badrieh.Caraway@dca.ca.gov

Report of Findings
Golden West College
Associate Degree Nursing Program
Continuing Approval Visit
April 14-15-2011

Non Compliance(s): None

Recommendation(s):

CCR Section 1425.1(a) Faculty responsibility

Establish consistency among faculty between each course of instruction and when teaching and evaluating students in the skills lab, simulation center and clinical settings.

CCR Section 1426 (b) Curriculum

Establish consistency and clarity by review and revision of the curriculum as a whole and to ensure that curriculum revision reflects 1426(b) and (d) regulations requirements.

CCR Section 1428 Student Participation

Evaluate the methods in place for the student participation in the program improvement, and develop a communication system to provide feedback to students.

**CONSULTANT APPROVAL REPORT FOR
CONTINUING APPROVAL REVIEW**

EDP-S-08 (Rev. 08/09)

(916) 322-3350

PROGRAM NAME: Golden West College Associate Degree Nursing Program

APPROVAL CRITERIA			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
SECTION 1: PROGRAM DIRECTOR / ASSISTANT				
DIRECTOR				
(1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;	X		Jacqueline Hills – Williams, program director has 100% release time. The program director position is a faculty position and is open for election every two years. The current director's term expires in June, 2011.	
(2) A minimum of one year's experience in an administrative position;	X			
(3) A minimum of two year's experience teaching in pre- or post-licensure nursing programs;	X			
(4) At least one year's experience as a registered nurse providing direct patient care; or	X			
(5) Equivalent experience and/or education as determined by the board.	X			
SECTION 1425(b) The registered nurse assistant director shall meet the education requirements set forth in subsections (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above or such experience as the board determines to be equivalent.	X		Valerie Klein MSN,CNS, RN Assistant Director Appointed 8/2003	
SECTION 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program	X		Valerie Klein is Assistant Director and Chairs of Nursing Department. Department Chair position is elected every two years. She has 100% release time. This release time is partially grant funded for the next five years. When there are no longer grant funds available, the Assistant Director release time will return to 2 LHEs.	

[illegible]

APPROVAL CRITERIA

APPROVAL CRITERIA			WORK COPY
	Compliance	Non-Compliance	COMMENTS
SECTION 3: SUFFICIENCY OF RESOURCES SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment including technology to achieve the program's objectives.	X		<p><u>Faculty:</u></p> <p>35 FACULTY: 17FT and 18 PT, including four (4) Clinical Teaching Assistants. The faculty review the library collection to ensure it reflects CCR section 1426(d) required content and currency and that text reflect current practice.</p> <p>Various grants have funded some current positions, which will be jeopardized when the funding ends in 2015.</p> <p><u>New Buildings:</u></p> <p>In October 2009, the school of Nursing moved into a new Nursing and Health Services building. This is a three story building with the first floor shared with the Student Health Center. The first floor houses the faculty offices, the administration area, a conference room, staff kitchen and storage areas.</p> <p><u>Skills Lab and Simulation Center:</u></p> <p>The second floor is the Nursing Education, Simulation and Technology (NEST) which is compromised of the computer lab with 48 computers, the skills lab and the simulation center. The skills lab contains 16 hospital patient care beds with low –fidelity mannequins. The skills lab has a nursing station, designated beds with privacy curtains for student assessment and equipment to simulate a hospital environment. The skills lab is staffed with three grant funded part time faculty members, and one part time simulation technician.</p> <p>Faculty are assisting students in skills lab, remediation and during extended skills lab (Thursday 4-7 PM) and Friday (12-3 PM).</p>

APPROVAL CRITERIA			COMMENTS
	Compliance	Non-Compliance	
SECTION 3: SUFFICIENCY OF RESOURCES SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment including technology to achieve the program's objectives. (Continued)	X		<p><u>Simulation Center:</u> The Simulation center is housed in a section of the skills lab. It contains seven high fidelity mannequins- three adults, one newborn, one baby, one child and a birthing mother. To ensure consistency of simulation experiences to all students, a faculty member is assigned to the simulation center. Simulation has been integrated throughout the curriculum and faculty have been trained in the use of the simulation scenarios. The skills lab is open Monday through Wednesday from 8Am-4 Pm, Thursday 8Am-7Pm, and Friday 8Am-3 Pm.</p> <p><u>Administrative support:</u> There are four (4) full-time office staff, an office coordinator and one secretary, an intermediate clerk and a Retention Coordinator. The last two positions are grant –funded.</p> <p><u>Library/ Technology Resources :</u></p> <ul style="list-style-type: none"> • The third floor has six smart classrooms with movable walls to allow large groups as needed. • Nursing Network Server, used in many ways, the server allows students to view the skills demonstration unlimited times from any location with a computer and internet access. • Subscription to OVID on-line data base of nursing Journals. This allows the integration of evidenced based practice into lectures and simulation activities. • A new Learning Resource Center (LRC) is scheduled to open at the end of spring 2011. The LRC will contain a new library, computer labs, tutoring center and student study areas.

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS SECTION 1425 All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425. A program shall report to the board all changes in faculty including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:	X		Appropriate faculty approval forms are updated during the approval visit and are on file. The program has a total of 35 faculty; this includes 17 full time and 18 part time faculty. The program uses 4 CTA-three in N100 first year Fundamentals', and one in N250 Pediatrics.
(a)The director of the program shall meet the following minimum qualifications: (1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration. (2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with section 1420 (h): (3) Two (2) years' experience teaching in pre or post-licensure registered nursing programs; and (4) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse. (5) Equivalent experience and/or education as determined by the board.	X X X X X		
(b) The assistant director shall meet the education requirements set forth in subsection (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above, or such experience as the board determines to be equivalent./	X		The process for policies, procedures, planning, organizing, implementing and evaluating all aspects of the ADN program is completed by faculty, teams by level advisory groups and the curriculum committee.

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.	X		Committees with Student member: Curriculum, Program Evaluation Committee, Admission and Retention Committee, School of Nursing Advisory Committee.
SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426 (d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.	X		CONTENT EXPERTS: <ul style="list-style-type: none"> • M-S Diane Restelli • Ped : Amy Rangel • OB: Beverley Brownell • P-MH: Karen Harelson • Geri: Mary Kay Keegan and Barbara Miyadi
SECTION 1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the designee. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.	X		The program meets the intent of this regulation. Team teaching is used; there is a team leader, who is appointed by the Director, who supervises assistant instructors and clinical teaching assistants.
SECTION 1425(c) An instructor shall meet the following minimum qualifications:			
(1) The education requirements set forth in subsection (a) (1).	X		
(2) Director patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by:	X		
(A) One (1) year's continuous full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or	X		
(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.	X		

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>(3) Completion of at least one year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.</p> <p>SECTION 1425(d) An assistant instructor shall meet the following minimum qualifications:</p> <p>(1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;</p> <p>(3) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by:</p> <p>(A) One (1) year's continuous, full-time or its equivalent providing direct patient care as a registered nurse in the designation nursing area; or</p> <p>(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.</p> <p>SECTION 1425(e) A clinical teaching assistant shall have at least one (1) continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years, as a registered nurse providing direct patient care.</p>	<p>X</p> <p>X</p> <p>X</p>		
	X		
	X		There are four Clinical Teaching Assistant in this program. Clinical Teaching Assistants (CTA) is utilized in the Skills Lab and Simulation center.

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>Section 1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minim of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) ears.</p>	<p>X</p> <p>X</p> <p>X</p>		<p>All content experts meet the section 1425 (f) requirements.</p>
Section 5: CURRICULUM			
<p>SECTION 1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p>	X		<p>The curriculum conceptual framework is organized around the essential elements of the Roy Adaptation Model (RAM) to describe man, the environment, health and illness, and the adaptation of individuals on health-illness continuum.</p> <p>The nursing process addresses the assessment, diagnosis, treatment and evaluation of care of the individual. Nursing practice focuses on adaptation of the patient in four major modes: physiological, self concept, role function, and interdependence.</p>

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.	X		<p>All Faculty (Full Time & Part Time) and elected student representatives are members of the curriculum committee. All Full Time faculty are expected to attend and be involved in policy making, curriculum development and implementation, and evaluation of all aspects of the program. Part Time faculty (PTF) participation is through the lead faculty.</p> <p>The nursing program curricular integration is occurring with high and low fidelity simulation methodology into all courses. Faculty had attended various levels of simulation training.</p> <p>Students expressed frustration regarding inconsistencies among faculty in the method of teaching each course and when teaching skills in the skills lab, simulation center, and how the same skills are evaluated differently in the clinical settings.</p> <p>Recommendation: Establish consistency among faculty between each course of instruction and when teaching and evaluating students in the skills lab, simulation center and clinical settings.</p>
SECTION 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.	X		
SECTION 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches.	X		
SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.	X		<p>The Minor curriculum revision was approved December, 2010.</p> <p>The Major curriculum revision was approved March, 2001.</p>

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills and abilities necessary to meet minimum competency standards of a registered nurse.	X		CONCEPTUAL FRAMEWORK Roy Adaptation Model <u>Central Concepts: 12 curricular threads</u> Caring; Communication; Community Health; Critical Thinking; Legal Issues; Management; Nursing Role; Practice Settings; Safety/Risk Management; Skills Proficiency; Tran Cultural Issues; Wellness/Prevention Organized using adult learning principles and simple to complex concepts; December, 2010 program implemented minor curriculum revisions by modifying the terminology in Roy Adaptation Model. The changes have been incremental. This incremental curriculum revision resulted in lack of clarity and consistency among faculty and students in understanding and implementation of the revised Roy Adaptation Model. <u>Recommendation:</u> Establish consistency and clarity by review and revision of the curriculum as a whole and to ensure that curriculum revision reflects 1426(b) and (d) regulations requirements. Required Theory 20.5 units Required Clinical 20 units Total Nursing Units = 40.5
SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas: (1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice. (2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written and group communication. (3) Related natural sciences, (anatomy, physiology, and microbiology courses with labs) behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.	X		
	X		Communication Skills = 6 Semester units Speech(3) and English(3)
	X		Sciences Units: Required 19 units Sciences –Anatomy(4) ; Physiology(4) Microbiology(5):Sociology (3) Psychology (3)

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics and pediatrics.. Instructional outcomes will focus on delivering patient-centered care, practicing evidence-based practice, working as part of interdisciplinary teams, focusing on quality improvement, and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, legal, social and ethical aspects of nursing, and nursing leadership and management. .	X		Each course has a theory & clinical component; theory courses are passed if the student achieves a grade of C or higher. The clinical component is passed if the student receives a satisfactory on the clinical rotation. A student must receive passing scores in both the theory & clinical components of the course in order to pass the course. Geriatrics, nutrition, pharmacology are integrated.
SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum.			
(1) nursing process;	X		
(2) basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing;	X		
(3) physical, behavioral and social aspects of human development from birth through all age levels;	X		
(4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;	X		
(5) communication skills including principles of oral, written and group communications;	X		
(6) natural sciences including human anatomy, physiology and microbiology; and	X		
(7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.	X		

APPROVAL CRITERIA			COMMENTS
	Compliance	Non-Compliance	
SECTION 1426.1 PRECEPTORSHIP A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. The following shall apply:			In fall 2008, in response to the graduate surveys feedback, preceptorship was implemented in the fourth semester of the nursing program. It is 100 hours of Preceptor activities that occur in the last four weeks of Nursing 250 (Advanced Medical-Surgical) Course.
(a) The course shall be approved by the board prior to its implementation.	X		
(b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that includes all of the following:	X		
(1) Identification of criteria used for preceptor selection;	X		
(2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student and faculty responsibilities;	X		
(3) Identification of preceptor qualifications for both the primary and relief preceptor that include the following requirements:	X		
(A) An active, clear license issued by the board; and	X		
(B) Meet the minimum qualifications specified in section 1425 (e); and	X		
(C) Employed by the health care agency for a minimum of one (1) year; and	X		
(D) Completed a preceptor orientation program prior to serving as a preceptor;	X		
(E) A relief preceptor, who is similarly qualified to be the preceptor and present and available on the primary preceptor's days off.	X		
(4) communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses:	X		
(A) The frequency and method of faculty/preceptor/student contact;	X		
(B) Availability of faculty and preceptor to the student during his or her preceptorship experience;	X		
(i) Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship	X		
(ii) Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.	X		

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities:	X		
(A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student;	X		
(B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor;	X		
(6) Maintenance of preceptor records that include names of all current preceptors, registered nurse licenses, and dates of preceptorships.	X		
(7) Plan for ongoing evaluation regarding the continued use of preceptors.			
(c) Faculty/student ratio for precetorship shall be based on the following criteria:	X		Ratios vary depending on student level, patient acuity, teaching methods and agency requirement 11:1 ratios are used during preceptor experiences.
(1) Student/preceptor needs;			
(2) Faculty's ability to effectively supervise;	X		
(3) Students' assigned nursing area; and			
(4) Agency/facility requirements.			
SECTION 1426(g) The course of instruction shall be presented in semester or quarter units under the following formula:			
(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.	X		1 unit =1 hour course of instruction for 18 weeks delivered in 16 week compressed schedule.
(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit.			1 theory unit = 1 hour 1 clinical practice unit = 3 hours

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
LICENSED VOCATIONAL NURSES AND OTHER HEALTH CARE WORKERS: SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse. SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicants academic deficiencies, irrespective of the time such courses were taken. SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in Section 1426, may be fulfill the additional education requirement.	X		3 Options: <ul style="list-style-type: none"> • Associate Degree • 30 Unit Option • Non-Graduate Option These options are mentioned and the required courses are described in the catalog.
	X		Information provided to LVNs monthly orientation.
	X		30 UNIT OPTION = 29 UNITS Bio 155 (A&P) 4.0 Bio 114 (Micro) 2.0 N190 (Bridge) 4.0 N200 10.0 N250 9.0

APPROVAL CRITERIA

APPROVAL CRITERIA			WORK COPY
	Compliance	Non-Compliance	COMMENTS
<p>Nursing courses shall be taken in an accredited school and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.</p> <p>The nursing content shall include the basic standards for competent performance prescribed in Section 1443.5 of these regulations.</p>	X		
<p>SECTION 1430 PREVIOUS EDUCATION CREDIT</p> <p>An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall:</p> <ul style="list-style-type: none"> (a) Make the information available in published documents, such as college catalog or student handbook, and online; and (b) Have policies and procedure for alternative program entry and completion options for an applicant who has: <ul style="list-style-type: none"> (1) A license or certificate in the field of health care; (2) Previous education in a registered nursing program; or (3) Earned a baccalaureate or higher degree from a regionally accredited institution. 	<p>X</p> <p>X</p> <p>X</p>		College catalog PP8-15

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 1431 LICENSING EXAMINATION PASS RATE STANDARD</p> <p>The nursing program shall maintain a minimum pass rate of seventy five percent (75%) for first time licensing examination candidates.</p> <p>(a) A program exhibiting a pass rate below seventy five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. That report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe.</p> <p>(b) A board approval visit will be conducted if a program exhibits a pass rate below seventy five percent (75%) for first time candidates for two (2) consecutive academic years.</p> <p>(c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to Section 2788 of the code.</p>	<p>X</p> <p>X</p> <p>X</p>		<p>Student Handbook PP 14-28.</p>
<p>TRANSFERS AND CHALLENGES:</p> <p>SECTION 2786.6 The board shall deny the application for approval made by, and shall revoke the approval given to, any school of nursing which:</p> <p>SECTION 2786.6(a) Does not give to student applicants credit, in the field of nursing, for previous education and the opportunity to obtain credit for other acquired knowledge by the use of challenge examinations or other methods of evaluation; or</p> <p>SECTION 2786.6(b) Is operated by a community college and discriminates against an applicant for admission to a school solely on the grounds that the applicant is seeking to fulfill the units of nursing required by Section 2736.6.</p>	<p>X</p> <p>X</p> <p>X</p>		<p>Transfers based on space availability (Lowest priority).</p> <p>The college states its policy for allowing credit by transfer and by examination (Catalog PP44-50). The college allows a maximum of 12 units to be earned by Credit By Examination.</p> <p>Addressed in College Catalog.</p>

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 6: CLINICAL FACILITIES			
SECTION 1425.1(c) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.	X		The list of clinical agencies utilized was updated and approved at the approval visit.
SECTION 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, this or her responsibilities shall be described in writing and kept on file by the nursing program.	X		Instruction and supervision of students by non-faculty occurs 1) during clinical rotations when students have observation experiences in areas such as ED., Cath lab, with Respiratory Therapy, and 2) during the Preceptorship experience with preceptors approved by the program. Written agreements are maintained in the facility and program contract files.
SECTION 1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b),(c) and (d) of this section and the policies outlined by the board.			The list of clinical agencies utilized was updated and approved at the approval visit.
SECTION 1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.	X		Written objectives for each clinical rotation were posted for students and facility staff at each clinical site visited. Objectives were written in measurable terms. Selection of facilities was consistent with the written objectives.
SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:			
(1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;	X		Facility contracts were reviewed during approval visit and confirmed to contain the elements specified in Section 1427 (b) regulation.
(2) Provision for orientation of faculty and students;	X		
(3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;	X		

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>(4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to the patients;</p> <p>(5) Provisions for continuing communication between the facility and the program; and</p> <p>(6) A description of the responsibilities of faculty assigned to the facility utilized by the program.</p> <p>(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact of such additional group of students has on students of other nursing programs already assigned to the agency or facility.</p>	X		
	X		
	X		
	X		
<p>SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:</p> <p>1) acuity of patient needs;</p> <p>2) objectives of the learning experience;</p> <p>3) class level of the students;</p> <p>4) geographic placement of students;</p> <p>5) teaching methods; and</p> <p>6) requirements established by the clinical agency.</p>	X		<p>Reported and observed student to teacher ratio in the clinical setting is a maximum of 10:1 in the first year of the program and 11:1 in the second year of the program. This ratio has proven to be effective as it allows student to meet clinical requirements.</p>
<p>SECTION 1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.</p>	X		<p>Clinical evaluation tools are clearly derived from student learning outcomes in each of the identified areas and each leveled for each semester of the program.</p>

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 7: STUDENT PARTICIPATION SECTION 1428 Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to: (a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum instruction and evaluation of the various aspects of the program, including clinical facilities.	X		Student interviews and the self study indicate that students are encouraged to attend faculty meetings. However, there is lack of clarity in the role of student representatives, and the utilization of the current methods in place for obtaining feedback from the students. Recommendation: Evaluate the methods in place for the student participation in the program improvement, and develop a communication system to provide feedback to students.

Sections and Related BRN Approval Rules and Regulations

Section	Rules and Regulations
Section 1: Program Director and Assistant Director	Section 1424 (e); 1424(f); 1425(b) 1 – 5; 1425(c);
Section 2: Total Program Evaluation	Section 1424(b); 1424(b)(1); 1428(b)
Section 3: Sufficiency of Resources	1424(d)
Section 4: Program Administration and Faculty Qualifications	Section 1424(g); 1424(h); 1424(j); 1425; 1425(a); 1425(d); 1425(e); 1425(f);
Section 5: Curriculum	Section 1424(a); 1425; 1425.1(a); 1426(a); 1426(b); 1426(c); 1426(d); 1426(e); 1426(f); 1429(a); 1429(b); 1429(c); 2786.6; 2786.6(a); 2786.6(b)
Section 6: Clinical Facilities and Clinical Experiences	Section 1424(i); 1424(k); 1425.1 (b); 1427(a); 1427(b); 1427(c); 1428(c);
Section 7: Student Participation	Section 1428(a)

**Golden West College
School of Nursing**

**Response to BRN Recommendations
Site visit April 14-15, 2011**

Nursing Education Consultants: Badrieh Caraway, RN, MS. MEd
Shelley Ward, RN, MPH

Submitted: Jacqueline Hils-Williams MN, CNS, RN
Director Associate Degree Nursing Program

Recommendation 1 – “Establish consistency among faculty between each course of instruction and when teaching and evaluating students in the skills lab, simulation center and clinical settings.” Section 1425.1 (a)

Goal 1: Consistent student expectations both within the semester and between courses

Action Plan

1. Each course will submit their course and clinical objectives to the Curriculum Committee.
2. The Curriculum Committee will examine the objectives for consistency in philosophy, level of the learner, consistency in procedures and student outcomes.
3. The Curriculum Committee will bring their finding to the faculty for discussion and recommendations for revisions to the course objectives.

Outcome

- For the beginning of Spring 2012, each semester will revise its objectives to insure they are consistent within the course and between courses and reflect a progression from one semester to the next.

Goal 2: Format for clinical evaluation that is consistent in all nursing program courses

Action Plan

1. The semester team leaders, with the Program Director, will compile all the evaluation tools used in the program.
2. The Team Leader group will establish a format for student evaluation, insuring that the programmatic outcomes are included and provide a format that looks the same for ease of use by students.

Outcome

- By the end of the Fall 2011 semester, a consistent format will be developed as for the evaluation tool that will be used in all clinical settings --the skills lab, the simulation center and the clinical setting.
- The format will be shared with all faculty for implementation in Spring 2012.

Goal 3: Adoption of a research evaluation tool that has sufficient descriptors to provide consistency in clinical evaluations.

Action Plan

1. The Curriculum Committee will research the literature and other nursing programs for valid, reliable clinical evaluation tools.
2. The Curriculum Committee will select evaluation tools to share with faculty for a decision on the tool to be used in all our clinical courses.
3. The faculty will use the evaluation tool(s), using actual student anecdotal notes, to determine that the tool has internal consistency, inter-rater reliability and ease of use.

Outcome

- A clinical evaluation that has been proven to be valid will be used in all clinical settings in all program course beginning Fall 2012

Recommendation 2 – “Establish consistency and clarity by review and revision of the curriculum as a whole and to ensure that curriculum revisions reflect 1426(b) and (d) regulations requirements

Goal 1: Develop a plan to review/ revise the curriculum to comply with BRN regulations

Action Plan:

1. Faculty determine steps to review curriculum – Completed May 2011
2. Curriculum committee to review BRN regulations, and current trends in health care to determine best way to incorporate into curriculum
3. Curriculum committee charged with determining extent of curriculum revision needed.

Outcomes

- By May 2012, faculty will determine the level of curriculum revision
- By December 2012, a detailed plan will be developed to lead curricular revisions
- Curriculum revision will be submitted to BRN for approval by May 2014

Goal 2: Revise the curriculum

Action Plan:

1. Begin curriculum revision in January 2013
2. Find funding source to provide some financial reimbursement for time spent
3. Write new curriculum to comply with BRN and NLNAC standards
4. Submit revised curriculum to the BRN for approval

Outcome

- Implement revised curriculum in January 2015

Recommendation 3 – Evaluate the methods in place for student participation in the program improvements and develop a communication system to provide feedback to students. Section 1428.

Goal 1: Develop strategies and procedures to increase student participation in program improvements via the committee structure

Action Plan

1. The faculty will discuss issue of student participation in committees, how they are chosen for the committees and the flow of information from the student representatives to the entire student cohort – *completed May 2011*
2. The faculty will develop methods to increase student participation and information flow – *completed May 2011*

Outcomes

- Beginning in Fall 2011, students in first semester will volunteer for committee positions and representatives will be randomly selected from those who applied.
- This same selection procedure will be used for any committees that need to replace a student representative.
- Starting in Fall 2011, a folder will be placed in each course's Blackboard system for posting of committee minutes. This will allow access committee information by all students.
- A section will added to the agenda of each committee meeting to seek student input and document the responses and actions taken. This will provide a written feedback loop of students' recommendations/issue and actions taken by the committee.
- At the end of Spring 2012, an audit will be completed of committee minutes to determine the actions taken on issues raised by the students.

Goal 2: Increase student communication with the Program Director

Action Plan

1. Director, in consultation with the faculty, will explore different options to allow students access to the Program Director in an informal setting.
2. Director will continue to meet with each class as a whole at least twice during the semester.

Outcomes

- Beginning in Fall 2011, there will be two informal meetings scheduled with the Program Director on a day that all classes meet on campus. An invitation to this meeting will be posted on Blackboard.
- Meeting attendance will be tracked and evaluated to see if this type of meeting is achieving the desired outcome.

Goal 3: Provide students feedback on the evaluations they complete each semester, both the results of the evaluation in aggregate and any actions taken as a result of trends demonstrated by the evaluation data.

Action Plan:

1. Revise course evaluation surveys to allow the students to complete on-line or paper and pencil format
2. Provide aggregated course evaluation data to the students in the next semester.
3. Program evaluation committee to trend course and program evaluation data and present to faculty annually

Outcomes

- On-line survey option implemented in Fall 2011 for one course as a pilot
- Program and Course evaluation data shared with all faculty
- Course evaluation results will be share with students each semester, either via discussion or posting on Blackboard.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 1.3.4

DATE: October 12, 2011

ACTION REQUESTED: Continue Approval of MiraCosta College Associate Degree Nursing Program

REQUESTED BY: Leslie A. Moody, NEC

BACKGROUND: Sandy Comstock, MSN, CNM, has been the program director since 01/2007. Yvette Duncan, MSN, RN, has been the Assistant Director since 07/2007.

Nursing Education Consultants Leslie A. Moody and Miyo Minato conducted a scheduled Continuing Approval Visit on April 20 and 21, 2011. All aspects of the program conduct and delivery were evaluated and found to be in total compliance with BRN requirements. There were no findings of non-compliance nor were there any recommendations made.

MiraCosta College began by offering an LVN-RN Step-up program which received BRN approval in 2006 and admitted the first class in 2007, and then expanded to a generic program that received BRN approval in 2009 and admitted the first class in January 2010. The generic and LVN-RN Step-up tracks are currently maintained as separate options with divided cohorts. NCLEX-RN pass rates for all graduates have consistently exceeded the BRN performance threshold (2007-08: 100%; 2008-09: 100%; 2009-10: 90.48%; 10/1/10 – 12/31/10: 100%). The program plans to consolidate the two options in the near future into a single track that will accommodate LVN applicants through advanced placement with credit for prior learning and have VN-RN and generic students in mixed cohorts. They expect this will eliminate unnecessary administrative work created by maintenance of separate tracks and will enhance the learning experience for both types of students..

In August 2007 the program implemented a BRN approved minor curriculum revision that separated the preceptorship experience from the Medical/Surgical course in which it was previously integrated. This has improved the quality and focus of the preceptorship experience for students. The program also added an optional Work-Study nurse externship course in January 2011, with BRN approval, which will provide students with additional opportunities for clinical experience and may enhance their post-graduation employment opportunities.

Much of the current program clerical support, supplies/equipment and student support services including tutoring and advising are supported by grant funds that will terminate in one year. Discussion with Dr. Francisco Rodriquez, MiraCosta College Superintendent/President, Mr. George McNeil, Vice-President MiraCosta College Board of Trustees, Dr. Richard Robertson, Vice-President of Student Services, and Dr. Al Taccone, Vice-President of Academic Affairs, produced consistent verbalization of commitment to providing the same as current or better

support for students of the nursing program by using other college funds when grant funds are no longer available.

Students all expressed a high degree of satisfaction with the program and the impression that they were attended to when giving input for program improvement suggestions, program policy and discussing issues of concern with program faculty or the director. Faculty expressed their satisfaction with authority regarding the curriculum and program policies.

In the next year, the program director and faculty will begin the process to seek NLNAC program accreditation. Funds to support this project are already on reserve.

NEXT STEPS: Place on Board agenda.

FISCAL IMPLICATIONS, IF ANY: None

PERSON(S) TO CONTACT: Leslie A. Moody, MSN, MAEd, RN
Nursing Education Consultant
(760) 369-3170

Report of Findings

MiraCosta College
Associate Degree Nursing Program and LVN-RN Step-up Program
Continuing Approval Visit
April 20-21, 2011

Non Compliance(s): None

Recommendation(s): None

**CONSULTANT APPROVAL REPORT FOR
CONTINUING APPROVAL REVIEW**

EDP-S-08 (Rev. 08/10)

(916) 322-3350

PROGRAM NAME: MiraCosta College

DATES OF VISIT: April 20-21, 2011

APPROVAL CRITERIA			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
SECTION 1: PROGRAM DIRECTOR / ASSISTANT				
DIRECTOR				
SECTION 1425(a) The registered nurse director of the program shall have: (1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration; (2) A minimum of one year's experience in an administrative position; (3) A minimum of two year's experience teaching in pre- or post-licensure nursing programs; (4) At least one year's experience as a registered nurse providing direct patient care; or (5) Equivalent experience and/or education as determined by the board.	X		Sandra Comstock, MSN, CNM, Associate Dean/Director has been the program director since 01/14/2007, meets all of the requirements and has BRN approval. 1994 MSN-Family Nursing from University of San Diego 1989-2006 Instructor/Assistant Director/Director Southwestern College 1996-2011 Nurse Midwife/NP Kaiser Permanente, SD	
SECTION 1425(b) The registered nurse assistant director shall meet the education requirements set forth in subsections (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above or such experience as the board determines to be equivalent.	X		Yvette Duncan, MSN, has been the assistant director since 07/2007, meets all of the requirements and has BRN approval. The program's future plan is for rotation of this role among full-time faculty on a three-year basis which creates a broad pool of knowledge and provides for future succession planning.	
SECTION 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.	X		The director has 100% release time to administer the RN program, and oversee the CNA, VN and Surgical Technology programs which each have their own directors. The assistant director has 10% release time. Additionally there is a Department Chair, Susan Roberts, PhD, with 60% release time to assist with all programs.	

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who is delegated the authority to perform the director's duties in the director's absence.	X		Refer to 1425(b)
SECTION 2: TOTAL PROGRAM EVALUATION			
SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.	X		Policies and procedures are in writing, consistent with the philosophy and objectives of the program, and are available to students in the Nursing Student Handbook, course syllabi, College Catalogue and website.
(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.	X		The program has a written systematic plan for evaluation that includes BRN required elements and other pertinent indicators. Data is collected, analyzed and used to form and implement improvement. All dimensions performing below threshold have had actions implemented for improvement including such as hiring of staff/faculty to provide student support in order to reduce attrition, use of creative survey tools to increase the number of responses to the employer and graduate surveys, and this activity is evidenced by faculty meeting minutes. Admission policies have been revised to implement a point system for selection into this impacted program, which is hoped to reduce attrition.
SECTION 1428(b) (2) The program shall have a procedure for resolving student grievances.	X		Formal and informal processes and policy are described in the Nursing Student Handbook and College Catalogue.

APPROVAL CRITERIA			COMMENTS
	Compliance	Non-Compliance	
SECTION 3: SUFFICIENCY OF RESOURCES SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment including technology to achieve the program's objectives.	X		<p><u>Enrollment/Admission pattern:</u> 20-22 Generic students admitted biannually Fall and Spring; 30-36 LVN-RN students admitted annually in Spring; graduated total of 78 students to date; LVN-RN Step Up began 2007; Generic program added Jan 2010: Admitted the first 22 generic students in Jan 2010 who will graduate Dec 2011</p> <p><u>Faculty:</u> The number and proportion of FT faculty is adequate to support delivery of the program</p> <p><u>Staff:</u> The program has two FT and 1 PT administrative/clerical staff. One FT Secretary is supported by grant funds and there is a plan in place to continue the program clerical support when grant funds are no longer available.</p> <p><u>Library:</u> Extensive print, online and software reference resources are available during regular open library hours, by individual appointment and online. Resources are available both in the nursing skills lab and the college library.</p> <p><u>Support services:</u> Assessment Technologies Institute support package is used and has been provided free of cost to students through grant funds – students will be required to assume the cost when grant funds expire. A Work-Study (nurse externship) course was added January 2011. Multiple support services offered include: counseling, Disabled Student Programs & Services, Extended opportunity Programs & Services, Financial Aide, Food Pantry, Health Services, Library, Career Center, Math Laboratory, Writing Center, Tutoring Center, Scholarship & Transfer Center, services such as The Puente Project and CARE which serve the socioeconomically disadvantaged.</p> <p><u>Physical space:</u> The program director has a private office. Faculty share an office with one other faculty which is not a problem for them per their report. All office spaces are equipped with phones, appropriate furnishings, computers. Private meeting rooms are available for small and large gathering use.</p>

APPROVAL CRITERIA

WORK COPY

			COMMENTS
	Compliance	Non-Compliance	
			<p>Classroom space, furnishings and equipment are adequate to support the program's instructional delivery needs.</p> <p><u>Labs</u>: A six-bed basic skills lab and three-bed simulation lab with seven computer workstations are equipped with adequate furnishings, equipment (three hi-fidelity mannequins), and supplies to support delivery of instruction. Labs are staffed with two full-time faculty. Space is at maximum capacity and any program growth would require expansion of the labs. The college's master plan includes nursing lab expansion in the future. Equipment needs are currently being met with grant funds and a plan is already in place for college budgeting to meet this need when grant funding ends.</p>

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS</p> <p>SECTION 1425 All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425. A program shall report to the board all changes in faculty including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:</p> <p>(a)The director of the program shall meet the following minimum qualifications:</p> <p>(1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration.</p> <p>(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with section 1420 (h):</p> <p>(3) Two (2) years' experience teaching in pre or post-licensure registered nursing programs; and</p> <p>(4) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse.</p> <p>(5) Equivalent experience and/or education as determined by the board.</p> <p>(b) The assistant director shall meet the education requirements set forth in subsection (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above, or such experience as the board determines to be equivalent.</p> <p>SECTION 1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.</p>	X		All faculty, the director and the assistant director are BRN approved and the program has been diligent in seeking approval for all changes or additions to faculty prior to making instructional assignments.
	X		The program director meets all requirements and is approved by the BRN.
	X		The assistant director meets all requirements and is approved by the BRN.

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426 (d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.	X		Total Faculty: 18 Full-Time: 10; Part-Time: 8 Instructors: 12 (including director); Asst. Instructors: 6; CTAs: 2 All faculty members meet the requirements and are approved by the BRN. All Assistant Instructor level faculty are currently enrolled in graduate programs to earn advanced nursing degrees.
SECTION 1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.	X		The organizational chart reflects that the assistant director and instructors report to the program director. Instruction provided by assistant instructors and clinical teaching assistants is overseen by instructor level faculty.
SECTION 1425(c) An instructor shall meet the following minimum qualifications: (1) The education requirements set forth in subsection (a) (1). (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency. (3) Completion of at least one year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.	X		Qualifications of all faculty have been reviewed and approved by the BRN prior to faculty assuming instructional duties. All full-time and all instructor level faculty possess Master's Degrees; assistant instructor and clinical teaching assistant faculty are all currently enrolled in graduate degree programs.
SECTION 1425(d) An assistant instructor shall meet the following minimum qualifications: (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;			

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>(3) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by:</p> <p>(A) One (1) year's continuous, full-time or its equivalent providing direct patient care as a registered nurse in the designated nursing area; or</p> <p>(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.</p> <p>SECTION 1425(e) A clinical teaching assistant shall have at least one (1) continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years, as a registered nurse providing direct patient care.</p>	X		
<p>Section 1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p>	X		<p>Content Experts: Rita Barden/Marti Essman – Med/Surg; Julie Vignato – Obstetrics and Pediatrics; Yvette Duncan – Mental Health/Psych; Sue Simpson and Rita Barden – Geriatrics</p> <p>All faculty and content experts meet the BRN requirements, and all content experts teach in their content areas of specialty. Documents provided in the self-study support that content experts maintain current knowledge of practice for their content areas.</p>

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
Section 5: CURRICULUM			
SECTION 1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.	X		The philosophy and conceptual framework are included in every course syllabus and address role of the nurse and discipline of nursing, nursing process, multiple dimensions of the patient and family, environment and health-illness continuum, and application of multi-disciplinary knowledge. Identified threads frame competency outcome expectations which are clearly articulated in each course syllabus.
SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.	X		Content experts have responsibility as lead faculty for the course in their specialty and oversee assistant instructors and clinical teaching assistants to ensure unified content delivery. Evaluation of students is performed by each course instructor and discussed with the student. Faculty meet regularly to review evaluations from students and others regarding courses, and develop corrective action plans. Faculty review curriculum at the beginning and end of each semester. Faculty and committee meeting minutes, and discussions with faculty and the program director provide evidence that faculty have and take responsibility for the curriculum and student evaluation.
SECTION 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.	X		The program provides a planned new faculty orientation which is articulated in program policies and the faculty handbook.
SECTION 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches.	X		Reports on Faculty and instructional assignments records included in Self-Study evidence currency of knowledge and practice.
SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.	X		LVN-RN curriculum initially approved 12/2006; generic RN curriculum approved 9/2009. In 08/2007 a minor curriculum revision was approved to establish the clinical preceptorship as a separate course, and in 01/2011 an elective nurse externship Work-Study course was added. Revisions were submitted to and approved by the Board.

APPROVAL CRITERIA

WORK COPY

APPROVAL CRITERIA			WORK COPY
	Compliance	Non-Compliance	COMMENTS
SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2775, and to meet minimum competency standards of a registered nurse. SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas: (1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice. (2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written and group communication. (3) Related natural sciences, (anatomy, physiology, and microbiology courses with labs) behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.	X		Refer to 1424(a) above <u>LVN-RN Career Ladder</u> Nursing: Theory: 20u Clinical: 19u Communication: 7u Science: 16u Units for Licensure: 62 Units for Graduation: 74 <u>Generic RN</u> Nursing: Theory: 22.5 Clinical: 18u Communication: 7u Science: 16u Units for Licensure: 63.5 Units for Graduation: 75.5 Both tracks are presented in 16-week semesters.
SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics and pediatrics.. Instructional outcomes will focus on delivering safe, therapeutic, effective patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.	X		Clinical practice is concurrent with theory for all nursing content areas and takes place in both clinical facilities and simulation lab. Instructional outcomes are articulated for the program and for each course, and are included in all course syllabi. Instructional content includes all essential dimensions as reflected by objectives stated in syllabi.

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum.</p> <p>(1) nursing process;</p> <p>(2) basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing;</p> <p>(3) physical, behavioral and social aspects of human development from birth through all age levels;</p> <p>(4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;</p> <p>(5) communication skills including principles of oral, written and group communications;</p> <p>(6) natural sciences including human anatomy, physiology and microbiology; and</p> <p>(7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.</p>	X		Philosophy and conceptual framework, course and program objectives, and student outcomes as stated in program policies, student handbook and syllabi reflect inclusion of all required elements in the curriculum.

APPROVAL CRITERIA			WORK COPY
	Compliance	Non-Compliance	COMMENTS
SECTION 1426.1 PRECEPTORSHIP A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:			
(a) The course shall be approved by the board prior to its implementation.	X		The preceptorship component was originally part of the final Med/Surg course but was made a separate course by a BRN approved minor curriculum revision in 2007.
(b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that includes all of the following: (1) Identification of criteria used for preceptor selection; (2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student and faculty responsibilities;	X		The program has written policies that include all BRN required criteria and are provided to students, faculty and preceptors.
(3) Identification of preceptor qualifications for both the primary and relief preceptor that include the following requirements: (A) An active, clear license issued by the board; and (B) Meet the minimum qualifications specified in section 1425 (e); and (C) Employed by the health care agency for a minimum of one (1) year; and (D) Completed a preceptor orientation program prior to serving as a preceptor; (E) A relief preceptor, who is similarly qualified to be the preceptor and present and available on the primary preceptor's days off.	X		Preceptor qualifications are documented and screened by the school to ensure requirements are met. Preceptor profiles are maintained on file by the program.
(4) communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses: (A) The frequency and method of faculty/preceptor/student contact;	X		Stated in preceptor materials provided to student and preceptor in course syllabus.
(B) Availability of faculty and preceptor to the student during his or her preceptorship experience; (i) Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship	X		
(ii) Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.	X		

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities:	X		
(A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student;	X		
(B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor;	X		
(6) Maintenance of preceptor records that include names of all current preceptors, registered nurse licenses, and dates of preceptorships.	X		
(7) Plan for ongoing evaluation regarding the continued use of preceptors.	X		
(c) Faculty/student ratio for preceptorship shall be based on the following criteria:	X		
(1) Student/preceptor needs;			
(2) Faculty's ability to effectively supervise;			
(3) Students' assigned nursing area; and			
(4) Agency/facility requirements.			
SECTION 1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:	X		The course of instruction is presented in semester units and in a 16-week semester as evidenced by completed and Board approved curriculum forms EDP-P-05 and EDP-P-06 and the college course schedule.
(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.			
(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.			

APPROVAL CRITERIA			WORK COPY
	Compliance	Non-Compliance	COMMENTS
<p>LICENSED VOCATIONAL NURSES AND OTHER HEALTH CARE WORKERS:</p> <p>SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p> <p>SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken.</p> <p>SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may be fulfill the additional education requirement.</p>	<p>X</p> <p>X</p> <p>X</p>	<p>The program offers an LVN 30 Unit Option which is described in Board approved curriculum documents and the college catalogue and requires completion or establishment of equivalency for 28.5 units of coursework.</p> <p>LVN 30 Unit Option curriculum: Advanced M/S: 14.5u Psych/Mental Health: 3.5u Geriatrics: (6.5u, part of Adv M/S courses) Management/Leadership: 1.5u Physiology: 4u Microbiology: 5u Total Units: 28.5</p>	

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.	X		
The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.	X		

APPROVAL CRITERIA

WORK COPY

APPROVAL CRITERIA			COMMENTS
	Compliance	Non-Compliance	
SECTION 1430 PREVIOUS EDUCATION CREDIT An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.	X		Policies are stated in the college catalogue, faculty handbook and student handbook. Each semester (1-4) cohort selects a student representative who attends faculty/curriculum meetings to provide input and participate in development of solutions. Students submit terminal evaluations for each course. There is also an information process for students to report concerns which involves "logging" the problem in on a communication form in the nursing office. Students verbalized satisfaction with their opportunities to participate in identifying opportunities for program improvement and development of solutions.
SECTION 1431 LICENSING EXAMINATION PASS RATE STANDARD The nursing program shall maintain a minimum pass rate of seventy five percent (75%) for first time licensing examination candidates. (a) A program exhibiting a pass rate below seventy five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. That report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe. (b) A board approval visit will be conducted if a program exhibits a pass rate below seventy five percent (75%) for first time candidates for two (2) consecutive academic years. (c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to Section 2788 of the code.	X		Program graduates' NCLEX-RN pass rate has exceeded the performance threshold for all years of experience since program implementation. The first year of graduates taking NCLEX was 2007-08. 2007-08: 100% (7) 2008-09: 100% (26) 2009-10: 90.48% (21) 10/1/10 – 12/31/10: 100% (3)

APPROVAL CRITERIA			COMMENTS
	Compliance	Non-Compliance	
TRANSFERS AND CHALLENGES: SECTION 2786.6 The board shall deny the application for approval made by, and shall revoke the approval given to, any school of nursing which: SECTION 2786.6(a) Does not give to student applicants credit, in the field of nursing, for previous education and the opportunity to obtain credit for other acquired knowledge by the use of challenge examinations or other methods of evaluation; or SECTION 2786.6(b) Is operated by a community college and discriminates against an applicant for admission to a school solely on the grounds that the applicant is seeking to fulfill the units of nursing required by Section 2736.6.	X		Transfer and challenge opportunities are defined in policies presented in the college catalogue and the student handbook.
SECTION 6: CLINICAL FACILITIES SECTION 1425.1(c) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program. SECTION 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.	X		This direction is stated in the clinical facility agreements. The only non-faculty utilized are preceptors and appropriate screening is performed and records maintained.
SECTION 1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b),(c) and (d) of this section and the policies outlined by the board.	X		Clinical facilities have all received BRN approval prior to placement of students and documentation of such is maintained by the program.
SECTION 1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.	X		Visits to clinical agencies revealed objectives in place on all units where students are placed and agency staff are familiar with the objectives and where they are posted.

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:</p> <p>(1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;</p> <p>(2) Provision for orientation of faculty and students;</p> <p>(3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;</p> <p>(4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to patients;</p> <p>(5) Provisions for continuing communication between the facility and the program; and</p> <p>(6) A description of the responsibilities of faculty assigned to the facility utilized by the program.</p>	X		Written agreements were reviewed and found to conform to all BRN requirements.
	X		The program maintains policies for planned orientation and these are distributed to faculty and students.
	X		
	X		
	X		
	X		
<p>SECTION 1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact of such additional group of students has on students of other nursing programs already assigned to the agency or facility.</p> <p>SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:</p> <p>1) Acuity of patient needs;</p> <p>2) Objectives of the learning experience;</p> <p>3) Class level of the students;</p> <p>4) Geographic placement of students;</p> <p>5) Teaching methods; and</p> <p>6) Requirements established by the clinical agency.</p>	X		The program participates in the San Diego Consortium which coordinates clinical placements for this and other area schools.
	X		Program policy limits the student:instructor ratio to a maximum of 10:1 although the number of students to instructor may be lowered at times when factors such as learning objectives, geographic placement of students, specific skills to be practiced or other influences dictate.

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.	X		Evaluation criteria and forms are presented in every course syllabus.
SECTION 7: STUDENT PARTICIPATION SECTION 1428 Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to: (a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum instruction and evaluation of the various aspects of the program, including clinical facilities.	X		Students participate in program/curriculum review and development by: attendance at faculty, advisory and department meetings where they can give input; regular submission of course and program evaluations; use of formal and informal problem reporting processes explained in the student handbook and the college catalogue.

Sections and Related BRN Approval Rules and Regulations

Section	Rules and Regulations
Section 1: Program Director and Assistant Director	Section 1424 (e); 1424(f); 1425(b) 1 – 5; 1425(c);
Section 2: Total Program Evaluation	Section 1424(b); 1424(b)(1); 1428(b)
Section 3: Sufficiency of Resources	1424(d)
Section 4: Program Administration and Faculty Qualifications	Section 1424(g); 1424(h); 1424(j); 1425; 1425(a); 1425(d); 1425(e); 1425(f);
Section 5: Curriculum	Section 1424(a); 1425; 1425.1(a); 1426(a); 1426(b); 1426(c); 1426(d); 1426(e); 1426(f); 1426.1; 1429(a); 1429(b); 1429(c); 2786.6; 2786.6(a); 2786.6(b)
Section 6: Clinical Facilities and Clinical Experiences	Section 1424(i); 1424(k); 1425.1 (b); 1427(a); 1427(b); 1427(c); 1428(c);
Section 7: Student Participation	Section 1428(a)

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 1.3.5
DATE: October 12, 2011

ACTION REQUESTED: Continue Approval of San Diego City College Associate Degree Nursing Program

REQUESTED BY: Leslie A. Moody, NEC

BACKGROUND: Debbie Berg, MSN, RN, Associate Dean/Director, has been the program director since 01/2006. Linda Ocen-Odage, MSN, RN, has been the assistant director since 09/2006.

Nursing Education Consultants Leslie A. Moody and Miyo Minato conducted a scheduled Continuing approval Visit on May 11-12, 2011. There were no findings of non-compliance as all aspects of the program conduct and delivery were evaluated and found to be in compliance with BRN requirements. One recommendation was made relevant to 1424(d) program resources, pertaining to outdated print materials found in the nursing reference section of the college library.

The program has been operating with BRN approval since 1972. Sixty generic track and ten VN to RN track students are admitted each year in the Fall semester. NCLEX-RN pass rates for first-time test takers are consistently above minimum threshold and in the range of 88-98% for the past five years with no current significant downward trend. In the last year the program was relocated into the newly constructed career technology center built on the college campus with an entire floor designed specifically to accommodate the needs of the nursing program, and the faculty completed a major curriculum revision which has been BRN approved and implemented with the student cohort that began in August 2010.

Some of the current program resources, including the student success advisor, had been supported by grant funds that have now terminated. Dr. Minou Spradley, Acting Dean, gave assurance that program resources would be maintained at the current level by utilizing other college sources of funding.

The program has a comprehensive and active plan for continuous total program evaluation. Recent areas addressed with corrective interventions implemented include higher than usual attrition experienced by the VN to RN student cohort (hiring of a student success advisor and support programs implemented) and concerns regarding post-graduation employment (data is being collected). Faculty also plan to work on creating a comprehensive updated curriculum map to guide future curriculum refinement.

More than seventy students representing both first and second year groups met with the NECs during the visit and expressed satisfaction with the program and their opportunities to influence curriculum and policies. Fifteen faculty met with the NECs and expressed satisfaction with their control over the curriculum and program policies.

This program continues to be delivered in compliance with all BRN requirements.

NEXT STEPS: Place on Board agenda.

FISCAL IMPLICATIONS, IF ANY: None

PERSON(S) TO CONTACT: Leslie A. Moody, NEC
(760) 369-3170

REPORT OF FINDINGS

SAN DIEGO CITY COLLEGE

Visit Dates: May 11-12, 2011

NON-COMPLIANCE: NONE

RECOMMENDATION:

Section 1424(d) Resources

-Remove outdated print materials from the nursing reference section of the college campus library.

EDP-S-08 (Rev. 01/11)

(916) 322-3350

DATES OF VISIT: May 11-12, 2011

WORK COPY

		COMMENTS	WORK COPY
Compliance	Non-Compliance		

SECTION 1420 (h) "Director" means the registered nurse administrator or faculty member who meets the qualifications of section 1425(a) and has the authority and responsibility to administer the program. The director coordinates and directs all activities in developing, implementing, and managing a nursing program, including its fiscal planning:

SECTION 1420 (c) "Assistant Director" means a registered nurse administrator or faculty member who meets the qualifications of section 1425(b) and is designated by the director to assist in the administration of the program and perform the functions of the director when needed;

All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of, or within 30 days after, termination of employment of a faculty member. Such changes shall be reported on forms provided by the board. Faculty Approval/Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09) are herein incorporated by reference. Each faculty members, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:

SECTION 1425(a) The director of the program shall meet the following minimum qualifications:

(1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration:

X		All faculty, director and assistant director have been approved by the director. The program has been diligent in obtaining faculty approvals prior to assignment and notifying the BRN of any changes.
X		Debbie Berg, MSN, RN, Associate Dean/Director has been the program director since 01/30/2006 and has 100% release time for her position. She also oversees the VN program and has a VN program director with 50% release time who manages the program. Ms Berg is meets all criteria and is BRN approved.

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>(2) One (1) year's experience in as an administrator with validated performance of administrative responsibilities consistent with section 1420(h);</p> <p>(3) Two (2) years' experience teaching in pre- or post-licensure registered nursing programs; and</p> <p>(4) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse.</p> <p>(5) Equivalent experience and/or education as determined by the board.</p>			
SECTION 1425(b) The assistant director shall meet the education requirements set forth in subsections (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above, or such experience as the board determines to be equivalent.	X		Linda Ocen-Ododge, MSN, RN has been the assistant director since 09/06/2006. She meets all criteria and is BRN approved.
SECTION 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.	X		<p>Program director: 100% release time to oversee the RN program and the college's VN program which also has its own program director.</p> <p>Assistant director: The assistant director is provided adequate time to cover in the director's absence as needed. The program additionally has a department chair that assists the program director and has 20% release time, and a Student Success Advisor half-time to provide support to students.</p>
SECTION 1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered, and who is delegated the authority to perform the director's duties in the director's absence.	X		Refer to 1425(b). Job description addresses delegated authority in director's absence.
SECTION 2: TOTAL PROGRAM EVALUATION AND NURSING PROGRAM ORGANIZATION			
SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.	X		Policies/procedures are in writing, reflect the philosophy and objectives of the program and are available to students online, in the student handbook and in the college catalogue.

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.	X		The plan for evaluation of the program is written and addresses attrition, retention, admission and selection procedures. NCLEX pass rate, program resources, course quality, employer satisfaction, new graduates experience and clinical facility quality. Recent program changes: New building housing nursing classrooms, offices, labs including simulation, lounge areas for faculty and students; August 2010 major curriculum revision; all course materials (assignments, syllabi, handouts, etc.) online but core instruction remains live; admission process modified in 2010 from 100% waitlist to 50% waitlist and 50% per Chancellor's office multicriteria screening process score. The student handbook and college catalogue contain the complaint/grievance policy
(2) The program shall have a procedure for resolving student grievances.			
SECTION 1424which There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication with the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.			The organizational chart demonstrates lines of authority within the program and between the program and the institution and clinical agencies.
SECTION 3: SUFFICIENCY OF RESOURCES			
SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment including technology to achieve the program's objectives.			The program is housed in a newly constructed building which provides spacious and well-equipped instructional, office, storage, study and lounge spaces. Reference material, software and online access for nursing education materials is extensive. Print nursing reference materials maintained in the college library are adequate in scope and volume. However, there are many 8-20 year old reference books found on circulation shelves. <u>Recommendation:</u> Outdated nursing reference materials will be removed from the library.

APPROVAL CRITERIA			WORK COPY
	Compliance	Non-Compliance	COMMENTS
SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS			
<p>SECTION 1425: All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of, or within 30 days after, termination of employment of a faculty member. Such changes shall be reported on forms provided by the board. Faculty Approval/Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09) are herein incorporated by reference. Each faculty members, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:</p> <p>SECTION 1420(i) "Faculty" means all registered nurses who teach in an approved nursing program;</p> <p>SECTION 1420(f) "Content expert" means an instructor who has the responsibility to review and monitor the program's entire curricular content for a designated nursing area of geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, or pediatrics;</p> <p>Director and Assistant Director Qualifications, refer to Section 1</p> <p>SECTION 1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.</p>	X		<p>All faculty, director and assistant director meet criteria and are BRN approved.</p> <p>Content experts are appropriately assigned for each content area and meet BRN criteria.</p> <p>Faculty meet regularly and serve on multiple committees to explore and make recommendations regarding all dimensions of the program.</p>
	X		

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426(d) will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.	X		Total faculty: 16 FT: 10 PT: 6 Instructor: 10 Asst. Inst.: 3 CTA: 2 All faculty meet criteria and are BRN approved for the instructional level and content areas to which they are assigned.
SECTION 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.	X		Preceptors for the terminal clinical experience are the only non-faculty that participate in instruction/supervision of students. Applicable preceptor credentials are checked and kept on file, and responsibilities are described in writing in the syllabus documents (Guidelines for Students and Preceptors) provided to students and preceptors.
SECTION 1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.	X		Demonstrated by the organizational chart.
SECTION 1425which An instructor shall meet the following minimum qualifications: (1) The education requirements set forth in subsection (a)(1); (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrate clinical competency; and	X		All faculty are BRN approved and meet requirements.

APPROVAL CRITERIA

	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
(3) Completion of at least one (1) year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.			
<p>SECTION 1425(d) An assistant instructor shall meet the following minimum qualifications:</p> <p>(1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;</p> <p>(2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by:</p> <p>(A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or</p> <p>(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrate clinical competency.</p>	X		All faculty are BRN approved and meet requirements.
SECTION 1425(e) A clinical teaching assistant shall have had at least one (1) year's continuous, full-time or its equivalent experience in the designated nursing area within the previous five years (5) as a registered nurse providing direct patient care.	X		All faculty are BRN approved and meet requirements.
SECTION 1420(d) "Clinically competent" means that a the nursing program faculty member possesses and exercises the degree of learning, skill, care and experience ordinarily possessed and exercised by staff level registered nurses of the nursing area to which the faculty member is assigned;	X		All faculty are BRN approved and maintain current competency through clinical practice and/or teaching experience and continuing education.

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p>	X		<p><u>Content Expert:</u></p> <p><u>Med/Surg:</u> Dometrives Armstrong, MSN, FNP, RN X Cathy Howell, MSN, RN X Pam Kersey, EdD, MSN, RN Susan Korsedal, MSN, RN X Linda Ocen-Odoge, MSN, FNP, RN</p> <p><u>Geri:</u> Kris Hale, MSN, RN</p> <p><u>OB:</u> Cathy Howell, MSN, RN X Linda Ocen-Odoge, MSN, FNP, RN</p> <p><u>Peds:</u> Cathy Howell, MSN, RN X Pam Kersey, EdD, MSN, RN</p> <p><u>Psych/MH:</u> Rhonna Porch, MSN, RN-BC X</p>
Section 5: CURRICULUM			
<p>SECTION 1240(g) "Course of instruction" means the minimum education program that meets the requirements of section 1426 for eligibility to take the licensing examination and that is not less than two (2) academic years or equivalent;</p>	X		
<p>SECTION 1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p>			<p>The philosophy addresses all required elements and these are threaded throughout the curriculum.</p>

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 1425.1</p> <p>(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p> <p>(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.</p> <p>(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches. The board document, "Faculty Remediation Guidelines" (EDP-R-08 Rev. 01/08), which provides guidelines for attaining and documenting clinical competency, is herein incorporated by reference.</p>	X		Faculty assume responsibility for curriculum, instruction and evaluation of students as evidenced by meeting minutes for faculty meetings and other program evaluation activities.
	X		New faculty are oriented and assigned a faculty mentor.
	X		Faculty profiles demonstrate current competency through active clinical practice and/or teaching, and continuing education.
SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.	X		
SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2775, and to meet minimum competency standards of a registered nurse.	X		
SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas:	X		Total Units for Licensure: 61-62 Total Units for Graduation: 68-70
(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.	X		Total Nursing Units: 37 Theory Units: 18 Clinical Units: 19
(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written and group communication.	X		Communication Units: 6

APPROVAL CRITERIA

	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
(3) Related natural sciences, (anatomy, physiology, and microbiology courses with labs) behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.	X		Natural, Behavioral & Social Sciences Units: 18-19
SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.	X		All required content areas and specific elements are addressed and threaded throughout the program curriculum.
SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum. (1) nursing process; (2) basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing; (3) physical, behavioral and social aspects of human development from birth through all age levels; (4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines; (5) communication skills including principles of oral, written and group communications; (6) natural sciences including human anatomy, physiology and microbiology; and (7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.	X		Course objectives address all essential dimensions and elements.
SECTION 1420(n) "Preceptor" means a registered nurse who meets the qualifications set out in section 1426.1(b)(3)(A) to (D), employed by a health care agency, who is assigned to assist and supervise nursing students in an educational experience that is designed and directed by a faculty member;			

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 1426.1 PRECEPTORSHIP A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</p> <p>SECTION 1426.1(a) The course shall be approved by the board prior to its implementation.</p> <p>SECTION 1426.1(b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that includes all of the following:</p> <p>(1) Identification of criteria used for preceptor selection;</p> <p>(2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student and faculty responsibilities;</p> <p>(3) Identification of preceptor qualifications for both the primary and the relief preceptor that include the following requirements:</p> <p>(A) An active, clear license issued by the board;</p> <p>(B) Clinically competent, and meet the minimum qualifications specified in section 1425(e); and</p> <p>(C) Employed by the health care agency for a minimum of one (1) year; and</p> <p>(D) Completed a preceptor orientation program prior to serving as a preceptor;</p> <p>(E) A relief preceptor, who is similarly qualified to be the preceptor and present and available on the primary preceptor's days off.</p>	X		<p>Current curriculum reflected in EDP-P-05 and EDP-P-06 are on file and approved by the BRN.</p> <p>Written policies are maintained and distributed to faculty, students and preceptors.</p>
	X		
	X		
	X		
	X		<p>Preceptor profiles maintained in the program's files reflect requirements are met.</p>

APPROVAL CRITERIA

	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>(4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses:</p> <p>(A) The frequency and method of faculty/preceptor/student contact;</p> <p>(B) Availability of faculty and preceptor to the student during his or her preceptorship experience;</p> <p>(i) Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship.</p> <p>(ii) Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.</p>	X		All elements are described in the Registered Nurse Clinical Preceptor Packet which is distributed to faculty, students and preceptors. Preceptors are oriented to their responsibilities.
<p>(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities:</p> <p>(A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student;</p> <p>(B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor;</p>	X		Written policies describe responsibilities of faculty/preceptor/student and evaluations that are conducted during the precepted learning experience. Preceptor profiles are maintained by the program in their files. Program documents demonstrate compliance with all requirements.
(6) Maintenance of preceptor records that includes names of all current preceptors, registered nurse licenses, and dates of preceptorships;	X		
(7) Plan for an ongoing evaluation regarding the continued use of preceptors.	X		
<p>SECTION 1426.1(c) Faculty/student ratio for preceptorship shall be based on the following criteria:</p> <p>(1) Student/preceptor needs;</p> <p>(2) Faculty's ability to effectively supervise;</p> <p>(3) Students' assigned nursing area; and</p> <p>(4) Agency/facility requirements.</p>	X		
<p>SECTION 1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:</p> <p>(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.</p>	X		The course of instruction is presented in semester units with a semester of 16 weeks. Course units are calculated in compliance with BRN requirement.

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.			
LICENSED VOCATIONAL NURSES AND OTHER HEALTH CARE WORKERS:			
SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.	X		LVN 30-Unit Option is a total of 29 units (Transition to ADN 2u; Adult Health Nursing III 4.5u; Psych/Gero Nursing 4.5u; Family Health Nursing 5u; Transition to the RN Role 4u). Option is described in the college catalogue and the nursing student handbook.
SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken.	X		Robyn Kabonaizi, Nursing Admission Specialist, provides admission counseling to students considering applying for admission to the nursing program. She provides objective counseling regarding the 30 unit LVN option.
SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may fulfill the additional education requirement.	X		As reflected on the BRN approved EDP-P-06 Required Curriculum.

	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing. The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.			
SECTION 1430 PREVIOUS EDUCATION CREDIT An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.	X		Policies for students seeking advanced placement based on previous education, healthcare experience and/or healthcare licensure/certification, are explained in the college catalogue, supplementary print materials and on the college website.
SECTION 1431 LICENSING EXAMINATION PASS RATE STANDARD The nursing program shall maintain a minimum pass rate of seventy five percent (75%) for first time licensing examination candidates. (a) A program exhibiting a pass rate below seventy five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. That report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe. (b) A board approval visit will be conducted if a program exhibits a pass rate below seventy five percent (75%) for first time candidates for two (2) consecutive academic years. (c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to Section 2788 of the code.	X		NCLEX-RN pass rates for first-time test takers are consistently above minimum threshold and in the range of 88-98% for the past five with no current significant downward trend.

APPROVAL CRITERIA

	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
(1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;	X		
(2) Provision for orientation of faculty and students;	X		
(3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;			
(4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to patients;	X		
(5) Provisions for continuing communication between the facility and the program; and			
(6) A description of the responsibilities of faculty assigned to the facility utilized by the program.	X		
SECTION 1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact of such additional group of students has on students of other nursing programs already assigned to the agency or facility.	X		
SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: 1) Acuity of patient needs; 2) Objectives of the learning experience; 3) Class level of the students; 4) Geographic placement of students; 5) Teaching methods; and 6) Requirements established by the clinical agency.	X		
SECTION 1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.	X		Course evaluation tools' elements of assessment are consistent with stated course and terminal objectives.

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 7: STUDENT PARTICIPATION SECTION 1428 Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to: (a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum instruction and evaluation of the various aspects of the program, including clinical facilities.	X		Students are welcome to participate in regularly held faculty and curriculum committee meetings and that information is in the nursing student handbook. Attendance records for faculty and curriculum meetings reflect student attendance and minutes reflect their participation. In meetings with students, they reported regular and meaningful participation occurred. Regular anonymous course and program evaluations are completed by students and evaluated by faculty. A Student Services Committee reviews the Nursing Education Student Handbook annually at the end of each academic year.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 1.4.1
DATE: October 12, 2011

ACTION REQUESTED: University of California, Los Angeles, Nurse Practitioner Programs

REQUESTED BY: Carol Mackay
Nursing Education Consultant

BACKGROUND: The director of the UCLA NP Programs is Dr. Peggy Compton. Dr. Compton oversees all academic programs in the SON. Dr. Colleen Keenan, co-director, oversees the day-to-day operations of the NP programs.

Carol Mackay and Shelley Ward, NECs, conducted a continuing approval visit at UCLA Nurse Practitioner Programs on April 26, 2011. The programs were found in compliance with all the Board's rules and regulations. One recommendations was made: CCR Section 1484(d)(12)(P) – Legal Aspects.

At this time, UCLA NP programs prepare nurse practitioners for careers in primary care and specialty settings with several distinct populations. Currently, there are 165 students enrolled in the NP programs. Student enrollment by specialty and populations are: Adult/Gerontology Acute Care (38), Adult/Gerontology Oncology (9), Family Nurse Practitioner (68), Adult/Gerontology (17), Adult/Gerontology Occupational Health (7) and Pediatric Nurse Practitioner (26).

A total of 38 faculty members teach in the NP programs; 22 full time faculty members and 16 part time faculty members. All faculty teaching in the NP Programs hold either a master's or doctorate degree.

Over the years, a broad range of high quality acute care, outpatient and community-based clinical training sites have been developed for the NP students.

The UCLA NP programs, faculty and students are highly respected on the UCLA campus and by the local health care community.

The staff recommendation is for continued approval of UCLA, Nurse Practitioner Programs.

NEXT STEP: Place on Board agenda.

**FINANCIAL
IMPLICATIONS,
IF ANY:** None

PERSON TO CONTACT: Kay Weinkam
Nursing Education Consultant
916-574-7680

REPORT OF FINDINGS

University of California Los Angeles
Nurse Practitioner Programs
April 26, 2011

NONCOMPLIANCE:

None

RECOMMENDATIONS:

1. SECTION 1448(d)(12)(P) **The curriculum shall include, but is not limited to legal implications of advanced practice.**

- **Introduce the concept of Standardized Procedure earlier in the curriculum. Strengthen the integration of Standardize Procedure content across the entire NP curriculum.**

BOARD OF REGISTERED NURSING CONSULTANT APPROVAL REPORT NURSE PRACTITIONER PROGRAM

PROGRAM: University of California Los Angeles
Nurse Practitioner Program

VISIT DATES: April 26, 2011

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
<p>Section 1484. Standards of Education.</p> <p>The program of study preparing a nurse practitioner shall meet the following criteria:</p> <p>SECTION 1484(a) Purpose, Philosophy and Objectives</p> <p>(1) have as its primary purpose the preparation of registered nurses who can provide primary health care;</p> <p>(2) have a clearly defined philosophy available in written form;</p> <p>(3) have objectives which reflect the philosophy, stated in behavioral terms, describing the theoretical knowledge and clinical competencies of the graduate.</p>	<p>X</p> <p>X</p> <p>X</p>		<p>The UCLA MSN/APN (advanced practice nurse) curriculum prepares nurse practitioners for careers in primary care and specialty settings with several distinct populations including family, adult/gerontology and pediatric.</p> <p>Following are student enrollment numbers by specialty and population.</p> <p>Adult/Gerontology Acute Care - 38 Adult/Gerontology Oncology - 9 Family Nurse Practitioner - 68 Adult/Gerontology Gerontology - 17 Adult/Gerontology Occupational Health - 7 Pediatric Nurse Practitioner - 26</p> <p>Total enrollment = 165 students</p> <p>The UCLA SON philosophy includes a description of what advanced practice nursing involves.</p> <p>The MSN program objectives include functional objectives for nurse practitioners.</p>
<p>SECTION 1484(b) Administration</p> <p>(1) be conducted in conjunction with one of the following:</p>			

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(A) An institution of higher education that offers a baccalaureate or higher degree in nursing, medicine or public health.	X		The NP program is conducted in conjunction with the UCLA MSN degree program. The SON also offers the following programs: BSN (prelicensure), Master's Entry Clinical Nurse (prelicensure) and Doctor of Philosophy. A RN-BSN-MSN program will suspend admissions beginning Fall 2011 due to low enrollments and cost issues.
(B) A general acute care hospital licensed pursuant to Chapter 2 (Section 1250) of Division 2 of the Health and Safety Code, which has an organized outpatient department.	NA		
(2) Have admission requirements and policies for withdrawal, dismissal and readmission clearly stated and available to the student in written form.	X		Program policies are available to students in the UCLA SON publication titled, the <i>Announcement</i> , and in the UCLA general catalog on the website.
(3) Have written policies for clearly informing applicants of the academic status of the program.	X		Students are informed of the academic status of the program in the SON <i>Announcement</i> and under the history section of the UCLA SON website. In addition to approval by the BRN, the UCLA SON baccalaureate and master's degree programs are accredited by CCNE. UCLA is also WASC accredited.
(4) Provide the graduate with official evidence indicating that he/she has demonstrated clinical competence in delivering primary health care and has achieved all other objectives of the program.	X		Students receive a letter of completion signed by the Assistant Dean of Student Affairs. They also may obtain their transcripts with the degree completion from UCLA and receive an official diploma from the University upon graduation.

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(5) Maintain systematic, retrievable records of the program including philosophy, objectives, administration, faculty, curriculum, students and graduates. In case of program discontinuance, the board shall be notified of the method provided for record retrieval.	X		NP program records are maintained in accord with University and School policies. Student records are kept in the Registrar's Office-Academic Record Services with copies in the SON Student Affairs Office.
(6) Provide for program evaluation by faculty and students during and following the program and make results available for public review.	X		NP program evaluation is an ongoing process. Data sources include: graduation rates; Educational Benchmarking Institute survey; job placement rates; preceptor surveys; employer satisfaction rates; alumni and exit surveys; and certification pass rates.
SECTION 1484(c) Faculty. There shall be an adequate number of qualified faculty to develop and implement the program and to achieve the stated objectives.	X		The total number of faculty teaching in the NP programs equals 38: 22 are full time, and 16 are part time.
(1) Each faculty person shall demonstrate current competence in the area in which he/she teaches.	X		All faculty have documented competence in their assigned teaching area.
(2) The director or co-director of the program shall: (A) be a registered nurse;	X		The director of the NP programs is Dr. Peggy Compton (Professor and Associate Dean for Academic Affairs, UCLA SON). Dr. Compton oversees all academic programs in the SON. Ca Lic # 496382 The co-director of the NP programs is Dr. Colleen Keenan. Dr. Keenan oversees the day-to-day operations of the NP programs. CA Lic # 434563 Exp 12/31/2012

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(B) hold a Master's or higher degree in nursing or a related health field from an accredited college or university;	X		Dr. Compton 1982 - BSN University of Rochester 1986 - MSN Syracuse University 1993 - PhD New York University Dr. Keenan 1980 - MSN University of Rochester 1990 - PhD University of Rochester
(C) Have had one academic year's experience, within the last five (5) years, as an instructor in a school of professional nursing, or in a program preparing nurse practitioners.	X		Dr. Compton has overseen the development of and taught the graduate level pathophysiology course and the graduate level Neuropsychiatric Nursing Sub specialty courses to APN students. She also regularly gives lectures on pain, addiction and neurophysiology. Dr. Keenan is lead faculty for the FNP program and regularly teaches in the program.
(3) Faculty in the theoretical portion of the program must include instructors who hold a Master's or higher degree in the area in which he or she teaches.	X		All faculty teaching in the NP programs hold either a master's or doctorate degree.
(4) A clinical instructor shall hold active licensure to practice his/her respective profession and demonstrate current clinical competence.	X		Faculty with advanced practice credentials must maintain BRN and the appropriate national governing organization's certification. There are 18 clinical faculty teaching in the NP programs. Seventeen of these faculty currently function in the NP role. The one faculty member not practicing is new to the area.

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(5) A clinical instructor shall participate in teaching, supervising and evaluating students, and shall be appropriately matched with the content and skills being taught to the students.	X		Clinical faculty are assisted by preceptors in the direct supervision and evaluation of students in the practicum. Faculty visit the site at least once during a 10-week quarter, hold weekly conferences with the student cohort, provide feedback on case presentations and written assignments and perform the student's practicum evaluation.
SECTION 1484(d) Curriculum (1) The program shall include all theoretical and clinical instruction necessary to enable the graduate to provide primary health care for persons for whom he/she will provide care.	X		The UCLA MSN-APN programs are based on AACN's core essentials for all master's students and Advanced Practice Nursing core essentials. NP courses are based on NONPF Core Competencies for NPs, Specialty Competencies and BRN regulations.
(2) The program shall provide evaluation of previous education and/or experienced in primary health care for the purpose of granting credit for meeting program requirements.	X		Written challenge and transfer policies are available in the UCLA catalog and on the website. The SON also has a Procedure for Petitioning for Course Waiver.
(3) Training for practice in an area of specialization shall be broad enough, not only to detect and control presenting symptoms, but to minimize the potential for disease progression.	X		Content pertaining to recognition of emergent health conditions and appropriate referral is integrated throughout the core NP didactic and clinical courses.
(4) Curriculum, course content, and plans for clinical experience shall be developed through collaboration of the total faculty.	X		UCLA SON has a strong shared governance model in which faculty , students, administration and staff all make substantive contributions to content and operations of the NP programs.

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(5) Curriculum, course content, methods of instruction and clinical experience shall be consistent with the philosophy and objectives of the program.	X		The NP programs flow from the UCLA SON mission, philosophy and objectives.
(6) Outlines and descriptions of all learning experiences shall be available, in writing, prior to enrollment of students in the program.	X		There are multiple sources with written information on the NP programs available to future students prior to enrollment including the SON <i>Announcement</i> and UCLA website. In addition, the SON Student Affairs Office conducts Admission Information Sessions five times per year.
(7) The program may be full-time or part-time and shall be comprised of not less than (30) semester units, [forty-five (45) quarter units], which shall include theory and supervised clinical practice.	X		<p>The NP programs are full time. The quarter unit requirements vary by specialty and population.</p> <p>Adult/Gerontology Acute Care - 62 Qtr Units (T=36 and C=26)</p> <p>Adult/Gerontology Oncology - 58 Qtr Units (T=32 and C=26)</p> <p>Family Nurse Practitioner - 69 Qtr Units (T=38 and C=31)</p> <p>Adult/Gerontology Gerontology - 62 Qtr Units (T=32 and C=30)</p> <p>Adult/Gerontology Occupational Health - 71 Qtr Units (T=41 and C= 30)</p> <p>Pediatric Nurse Practitioner - 55 Qtr Units (T=29 and C=26)</p> <p>To meet UCLA MSN degree requirements, an additional eight quarter units is required in each of the aforementioned programs with the exception of Occupational Health which requires four additional quarter units.</p>

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
<p>(8) The course of instruction shall be calculated according to the following formula:</p> <p>(A) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.</p> <p>(B) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit.</p> <p>(C) One (1) semester equals 16-18 weeks and one (1) quarter equals 10-12 weeks.</p>	X		Contact hours in the didactic and clinical courses at UCLA SON conform to BRN formulas.
	X		
	X		One quarter at UCLA is 10-weeks in length.
<p>(9) Supervised clinical practice shall consist of two phases:</p> <p>(A) Concurrent with theory, there shall be provided for the student, demonstration of and supervised practice of correlated skills in the clinical setting with patients.</p> <p>(B) Following acquisition of basic theoretical knowledge prescribed by the curriculum the student shall receive supervised experience sand instruction in an appropriate clinical setting.</p>	X		The core NP theory and clinical practice courses in each of the NP programs are offered concurrently. The subspecialty theory courses and opportunities for clinical application, however, are usually not concurrent. But, the subspecialty theory course always precedes clinical application.
	X		Following 17 quarter units of core courses (Pharmacology APN, Pathophysiology APN, Health Promotion and Assessment, and Advanced Assessment and Clinical Diagnostics), students take the series of NP theory and clinical courses in their respective programs.
<p>(C) At least 12 semester units or 18 quarter units of the program shall be in clinical practice.</p>	X		All of the NP programs exceed the required 18 clinical quarter units. Please see breakdown of clinical practice units in Section 1484(d)(7).

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(10) The duration of clinical experience and the setting shall be such that the student will receive intensive experience in performing the diagnostic and treatment procedures essential to the practice for which the student is being prepared.	X		Initially, instruction of diagnostic and treatment skills and procedures occurs in N 440. Instruction in this content then continues in skills lab which are part of the core NP clinical courses.
(11) The program shall have the responsibility for arranging for clinical instruction and supervision for the student.	X		The UCLA SON assumes responsibility for securing clinical preceptors for all of its students. Some students reported delays in starting preceptorships related to time needed to initiate or renew a clinical contract, or health clearance issues. The SON is aware of these issues and is addressing them.
(12) The curriculum shall include, but is not limited to:	X		The required content areas are integrated throughout the NP theory and clinical courses.
(A) Normal growth and development			
(B) Pathophysiology	X		N 231
(C) Interviewing and communication skills	X		
(D) Eliciting, recording and maintaining a developmental health history	X		
(E) Comprehensive physical examination	X		N 440
(F) Psycho-social assessment	X		
(G) Interpretation of laboratory findings	X		
(H) Evaluation of assessment data to define health and developmental problems	X		
(I) Pharmacology	X		N 224
(J) Nutrition	X		
(K) Disease management	X		

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(L) Principles of health maintenance	X		N 200
(M) Assessment of community resources	X		
(N) Initiating and providing emergency treatments	X		
(O) Nurse practitioner role development	X		N 264
(P) Legal implications of advanced practice	X		<u>Recommendations:</u> Introduce the concept of Standardized Procedure earlier in the curriculum. Strengthen the integration of Standardized Procedures content across the entire NP curriculum.
(Q) Health care delivery systems	X		
(13) The course of instruction of a program conducted in a non-academic setting shall be equivalent to that conducted in an academic setting.	NA		

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 1.5.1
DATE: October 12, 2011

ACTION REQUESTED: **Approve major curriculum revision for California State University, Los Angeles, Baccalaureate Degree Nursing Program**

REQUESTED BY: Leslie A. Moody, NEC

BACKGROUND: Dr. Cynthia Hughes is the program director and Dr. Lorie H. Judson is the assistant program director. Program leadership and faculty have conducted an extensive review of the curriculum, driven by survey feedback from students and faculty, recognition of recent changes in nursing practice and observation by faculty of student performance. The proposed revisions intend to strengthen the content and delivery of the curriculum, more appropriately distribute content, and eliminate unnecessary requirements, and are as follows:

- Eliminate the requirement of Medical Anthropology as a degree requirement
- Add NURS218 Information Literacy (1 unit)
- Add NURS360 Pharmacology (2 units)
- Delete NURS346 Family Nursing (content relocated to other courses)
- Delete NURS 393 Community Health (content relocated to Public Health Nursing course)
- Increase from 3 units to 4 units for course N471 Community/Public Health Nursing to accommodate increased content
- Change title of N487 to Transition to Professional Practice Lab which is 4 units of all clinical (N486 provides the theory component).

This revision results in the following change to units:

- Increase of 1 unit overall for nursing content (increase of 3 units Theory and decrease of 2 units Clinical)
- Decrease of 4 Science units
- Decrease of 3 units overall of Total Units for Licensure
- Decrease of 4 units overall of Total Units for Graduation

The program plans to implement all elements of this revision beginning Spring 2012.

NEXT STEPS: Place on Board agenda.

FISCAL IMPLICATIONS, IF ANY: None

PERSON(S) TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant
(760) 369-3170



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

COLLEGE OF HEALTH AND HUMAN SERVICES

School of Nursing

Leslie A. Moody RN, MSN, MA Ed
Nursing Education Consultant
CA Board of Registered Nursing

September 1, 2011

Dear Ms. Moody,

I have attached the major curriculum revision requested for Spring 2012.

The changes that we would like to go into effect for this Spring 2012 quarter at CSULA are in our generic program.

- Removal of Medical Anthropology 444 as a course required in a related field.

Rationale. Faculty and student consensus this course could be used as an elective and did not need to be required. Cultural information found integrated in nursing curriculum.

- NURS218 Information Literacy, added as a new course

Rationale. Information Literacy is the backbone of evidenced-based-care and the library faculty will teach this new course from a nursing perspective. Surveys of our students show a deficit in this area.

- NURS 360 Pharmacology added as a new course

Rationale. NURS 360 has been an elective Pharmacology course and our ATI predictive tests show a need for a required course.

- NURS 346 omitted from the curriculum

Rationale. The content of the previous course, NURS346 Family Nursing has been assimilated into other courses in the generic program.

- NURS 393 omitted from curriculum

Rationale. NURS 393- Community Health is being assimilated into Public Health Nursing

- N471 increased from three units to 4 units

Rationale. Because of assimilation of Community Health content from N393, N471 was increased one unit

- N486 added to the curriculum

Rationale. N486 was added as a seminar to the capstone practicum of N487 so that review and preparation for employment can be accomplished.

- Title of N487 changed.

Rationale. N487 is now entirely a clinical course, so students can get much needed clinical hours in before graduating. Our community advisory board recommended this and our students requested it.

The new course descriptions with student learning outcomes are indicated below.

N218 Information Literacy

Introduction to nursing information literacy and information needs relevant to nursing domains, *e.g.* pediatric nursing. Develops habits of research in nursing majors as a means of strengthening evidence-based practice. Intensive introduction to the process of efficiently searching, organizing, managing and evaluating evidence-based medical information in multiple formats.

Student Learning Outcomes

- Demonstrate an understanding of the architecture of the literature of nursing: how knowledge is disseminated and impacts the profession; high-impact nursing journals and the scholarly publication cycle.
- Make evaluative judgments regarding the quality of a nursing source based on multiple criteria, *e.g.* author source quality; kind and type (primary sources, empirical studies); as evidence.
- Demonstrate proficiency searching using standardized medical subjects/terminology (MeSH)
- Distinguish between scholarly and popular treatments of a nursing or health-related subject as they impact a patient user.
- Demonstrate familiarity with information technology as it impacts the nursing knowledge base; search primary indexes effectively using precise search statements; efficiently search the Internet for nursing-related information; successfully store and retrieve information.

NURS 360 Pharmacology

Basic principles and contemporary issues in Pharmacology for nurses; major drug classifications, mechanisms of drug action, and nursing implications throughout the nursing process.

Student Learning Outcomes

This is an introductory nursing course designed to serve as a foundation for the integration of pharmacology content into subsequent nursing courses. This course will emphasize on the nurse's role and responsibility related to safe administration of medications, including standard methods of drug dosage calculation. Pharmacological concepts including pharmacokinetics, drug classifications, mechanisms of drug actions, and adverse effects and specific pharmacological interventions as they relate to the Orem self-care model and the nursing process will be discussed. The major classification of medications studied are drugs affecting the protective function, respiratory function, cardiovascular function, endocrine function, reproductive function, urinary function, autonomic nervous system, central nervous system and selected drugs used to restore mental health.

Upon the completion of the course, the student will be able to:

- Define and describe terms, concepts and basic processes associated with drug therapy.
- Calculate and understand the rationale of medication dosages for adult & pediatric patients.
- Identify patient-related and drug-related factors that influence drug effects.
- Discuss characteristics of major drug classes, and selected individual drugs in terms of the following: mechanisms of action, indications for use, therapeutic/desired effects, common side and adverse effects, accurate administration, common dosages, nursing interventions, pertinent patient teaching.
- Apply the steps of the nursing process in the care of patients receiving drug therapy.
- Discuss principles of therapy with major drug classes in relation to drug selection, dosage, route and use in selected populations (e.g. pediatric, obstetric, and geriatric).
- Identify specific drug classifications and/or drugs commonly associated with specific alterations in various physiological and/or psychosocial mode functions.
- Utilize the Orem nursing model to formulate nursing diagnoses related to common side effects associated with pharmacological interventions.
- State specific nursing interventions including patient teaching related to safe administration and management of drug therapies utilized in the treatment of alterations in various physiological and/or psychological mode functions.

NURS 486 Transition to Professional Nursing Practice Seminar

Required capstone seminar that integrates clinical decision making, critical thinking skills and theoretical knowledge for the professional transition into nursing practice. Seminar time will focus on integration, reflection and preparation for the professional role.

Student Learning Outcomes

Upon successful completion of the course, the student will:

- Identify 8-10 strategies necessary for successful test taking.
- Recognize individual test taking strategies and implement new strategies as necessary.
- Develop, and apply analytical skills using patient simulated situations: comprehension of data, identification of rationale, determination of relevance, identification of correlations, reasoning and application.
- Identify 6-8 guidelines for effective clinical decision making when caring for a patient.
- Utilize the nursing process (assessing, analyzing, planning, implementing and evaluating) in the process of clinical decision-making in selected patient situations.
- Integrate the art of critical thinking in making decisions regarding the care of patients.
- Apply theoretical concepts of nursing care to patients in a simulated situation correctly.
- Identify effective clinical decision making skills in meeting selected patient needs of safety, physiological integrity, psychological integrity, health promotion and maintenance.

Additionally, a survey of our courses was completed using the Geriatric Nursing Care Curriculum Survey Tool and the appropriate courses were identified which contain the required content. This differs from previous reports.

Please let me know if you or the committee have any further questions and I will be happy to answer them.

Sincerely,

Lorie H. Judson

Lorie H. Judson, RN, PhD, NP
Associate Director
Undergraduate Chair/Coordinator
323 343 4719

TOTAL CURRICULUM PLAN

EDP-P-05a (Rev. 07/01)

(916) 322-3350

Submit in duplicate

Name of School: California State University, Los Angeles										Date Submitted:							
BSN Program										For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____							
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree																	
Revision: <input type="checkbox"/> Major <input checked="" type="checkbox"/> Minor Effective Date: Fall 2011																	
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.										Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter *Wk: 10							
Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4										Total		Lecture		Lab		Total Hours	
Quarter/Semester										Units	Hr/Wk	Units	Hr/Wk	Lec	Lab		
Year 1 Fall (Prereq/GE)																	
M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Lec	Lab					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	8	0.0		0.0	0.0	0.0					
MATH ; HHS 4																	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4.0	4.0	0.0	40.0	0.0					
ENGL 101																	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4.0	4.0	0.0	40.0	0.0					
Psy 150																	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0.0		0.0	0.0	0.0					
Winter																	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4.0	4.0	0.0	40.0	0.0					
ENGL 102																	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	5	4.0	4.0	1.0	3.0	40.0	30.0				
CHEM 151																	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4.0	4.0	0.0	40.0	0.0					
PSY 160																	
Total										29	20.0	20.0	1.0	3.0	200.0	30.0	
Quarter/Semester														Total Hours			
Year 1 Spr and Summer																	
M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Lec	Lab					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	5	3.0	3.0	2.0	6.0	30.0	60.0				
BIOL 200A																	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4.0	4.0	0.0	0.0	40.0	0.0				
Crit Think 160																	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4		0.0	0.0	0.0	0.0					
GE C BLOCK/ UNIV400 (0)																	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	5	3.0	3.0	2.0	6.0	30.0	60.0				
BIOL 200B																	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4.0	4.0	0.0	0.0	40.0	0.0				
SOC 210																	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4.0	4.0	0.0	0.0	40.0	0.0				
COMM 150																	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0.0		0.0	0.0	0.0					
Total										26	18.0	18.0	4.0	12.0	180.0	120.0	
Quarter/Semester														Total Hours			
Year 2 Fall/Win/Spr/Sum																	
M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Lec	Lab					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	6	4.0	4.0	2.0	6.0	40.0	60.0				
MICRO 201(4); 202 (2)																	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	8		0.0	0.0	0.0	0.0					
HISTORY / C BLOCK (4)																	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4.0	4.0	0.0	0.0	40.0	0.0				
NTRS250																	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4		0.0	2.0	6.0	0.0	60.0				
HHS 400 Stat (4)																	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	8		0.0	0.0	0.0	0.0					
C & D BLOCK (4, 4)																	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4		0.0	0.0	0.0	0.0					
UD Theme 4																	
Total										34	8.0	8.0	4.0	12.0	80.0	120.0	

Degree Requirement

GE other 48.0

Nur Other 14.0

62.0

Required Content

Comm 12.0

Sciences 25.0

Soc Sci 12.0

GE Req 4.0

53.0

Nursing 80.0

Total 133.0

BSN 195.0

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank

Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULAM PLAN

EDP-P-05a (Rev. 07/01)

(916) 322-3350

Submit in duplicate

Name of School: California State University, Los Angeles										Date Submitted:																																																																								
BSN Program Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree										For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved																																																																								
Revision: <input type="checkbox"/> Major <input checked="" type="checkbox"/> Minor					Effective Date: Fall 2011																																																																													
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.										By:																																																																								
										Date:																																																																								
Check appropriate year:								Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter		*Wk:		10																																																																						
<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4																																																																																		
Quarter/Semester								Total Units		Lecture		Lab		Total Hours																																																																				
Nurs Yr 1 Fall <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>M</th><th>S</th><th>O</th><th>C</th><th>P</th><th>G</th><th>**Wk:</th> </tr> <tr> <td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>10</td> </tr> <tr> <td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>10</td> </tr> <tr> <td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td>10</td> </tr> <tr> <td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td>10</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>1</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>1</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>1</td> </tr> <tr> <td colspan="7" style="text-align: right;">Total</td> </tr> </table>								M	S	O	C	P	G	**Wk:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Total							Units		Hr/Wk		Units		Hr/Wk		Lec		Lab	
M	S	O	C	P	G	**Wk:																																																																												
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10																																																																												
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10																																																																												
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10																																																																												
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10																																																																												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1																																																																												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1																																																																												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1																																																																												
Total																																																																																		
N 100/105 Prof Skills I								3		2.0		2.0		1.0		3.0		20.0		30.0		MS other req OB Peds Psy																																																												
N 214 Intro Art/Sci Nurs								3		3.0		3.0				0.0		30.0		0.0																																																														
N272 H Assess/promo								3		3.0		3.0				0.0		30.0		0.0																																																														
N273 H Assess/promo lab								2				0.0		2.0		6.0		0.0		60.0																																																														
														0.0		0.0		0.0		0.0																																																														
								1				0.0				0.0		0.0		0.0		0.0																																																												
								1				0.0				0.0		0.0		0.0		0.0																																																												
								1				0.0				0.0		0.0		0.0		0.0																																																												
Total								11		8.0		8.0		3.0		9.0		80.0		90.0																																																														
Quarter/Semester																																																																																		
Nurs Yr 1 Winter																																																																																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>M</th><th>S</th><th>O</th><th>C</th><th>P</th><th>G</th><th>**Wk:</th> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>10</td> </tr> <tr> <td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>10</td> </tr> <tr> <td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>10</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>10</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>1</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>1</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>1</td> </tr> <tr> <td colspan="7" style="text-align: right;">Total</td> </tr> </table>								M	S	O	C	P	G	**Wk:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	Total							Units		Hr/Wk		Units		Hr/Wk		Lec		Lab	
M	S	O	C	P	G	**Wk:																																																																												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10																																																																												
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10																																																																												
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10																																																																												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10																																																																												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1																																																																												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1																																																																												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1																																																																												
Total																																																																																		
N 250 Pathophys								4		4.0		12.0				0.0		120.0		0.0																																																														
N 210 Prof Skills II								3		3.0		9.0				0.0		90.0		0.0																																																														
N211 Prof Skills II lab								3				0.0		3.0		9.0		0.0		90.0																																																														
N215 Prof & CI Prac Issues								1		1.0		1.0				0.0		10.0		0.0																																																														
								1				0.0				0.0		0.0		0.0																																																														
								1				0.0				0.0		0.0		0.0																																																														
								1				0.0				0.0		0.0		0.0																																																														
Total								11		8.0		22.0		3.0		9.0		220.0		90.0																																																														
Quarter/Semester																																																																																		
Nurs Yr 1 Spring																																																																																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>M</th><th>S</th><th>O</th><th>C</th><th>P</th><th>G</th><th>**Wk:</th> </tr> <tr> <td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>10</td> </tr> <tr> <td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>10</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>10</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>10</td> </tr> <tr> <td colspan="7" style="text-align: right;">Total</td> </tr> </table>								M	S	O	C	P	G	**Wk:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	Total							Units		Hr/Wk		Units		Hr/Wk		Lec		Lab																						
M	S	O	C	P	G	**Wk:																																																																												
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10																																																																												
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10																																																																												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10																																																																												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10																																																																												
Total																																																																																		
N222 Acu Care Adlts I								3		3.0		3.0				0.0		30.0		0.0																																																														
N223 Acu Care Adlts I Lab								4				0.0		4.0		12.0		0.0		120.0																																																														
N218 Information Literacy								1		1.0		1.0				0.0		10.0		0.0																																																														
N360 Pharmacology								2		2.0		2.0				0.0		20.0		0.0																																																														
Total								10		6.0		6.0		4.0		12.0		60.0		120.0																																																														

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank

Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULAM PLAN

EDP-P-05a (Rev. 07/01)

(916) 322-3350

Submit in duplicate

Name of School: California State University, Los Angeles												Date Submitted:							
BSN Program Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree												For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved							
Revision: <input type="checkbox"/> Major <input checked="" type="checkbox"/> Minor						Effective Date: Fall 2011													
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.												By:							
Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4												Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter				*Wk: 10			
												Total Units		Lecture		Lab		Total Hours	
Quarter/Semester Nurs Yr 2 Fall																			
	M	S	O	C	P	G	**Wk:		Units	Hr/Wk	Units	Hr/Wk	Lec	Lab					
Pol Sci 150	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4.0	4.0		0.0	40.0	0.0					
N224 Acu Care Adlts II	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3.0	3.0		0.0	30.0	0.0					
N225 Acu Care Adlts II lab	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4		0.0	4.0	12.0	0.0	120.0					
N490 Nursing Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4.0	4.0		0.0	40.0	0.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
Total								15	11.0	11.0	4.0	12.0	110.0	120.0					
Quarter/Semester																Total Hours			
Nurs Yr 2 Winter																			
	M	S	O	C	P	G	**Wk:												
N216 Women/Fam/Inf	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3.0	3.0		0.0	30.0	0.0					
N217 Women/Fam/Inf Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3		0.0	3.0	9.0	0.0	90.0					
N220 Care of Children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3.0	3.0		0.0	30.0	0.0					
N221 Care of Children Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3		0.0	3.0	9.0	0.0	90.0					
UD Theme (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4.0	4.0		0.0	40.0	0.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
Total								16	10.0	10.0	6.0	18.0	100.0	180.0					
Quarter/Semester																Total Hours			
Nurs Yr 2 Spring																			
	M	S	O	C	P	G	**Wk:												
N318 Care Psy Pts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10	3	3.0	3.0		0.0	30.0	0.0					
N319 Care Psy Pts Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10	3		0.0	3.0	9.0	0.0	90.0					
N394 Hlth Promo, Prev	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	4	4.0	4.0		0.0	40.0	0.0					
N476 Hlth Care System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2.0	2.0		0.0	20.0	0.0					
Total								12	9.0	9.0	3.0	9.0	90.0	90.0					

* Number of weeks per semester / quarter

 ** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
 Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULUM PLAN

EDP-P-05a (Rev. 07/01)

(916) 322-3350

Submit in duplicate

Name of School: California State University, Los Angeles												Date Submitted:							
BSN Program												For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____							
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree																			
Revision: <input type="checkbox"/> Major <input checked="" type="checkbox"/> Minor Effective Date: Fall 2011																			
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.																			
Check appropriate year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4												Check: <input type="checkbox"/> Semester <input checked="" type="checkbox"/> Quarter		*Wk:		10			
												Total Units		Lecture		Lab		Total Hours	
Quarter/Semester																			
Nurs Yr 3 Fall																			
	M	S	O	C	P	G	**Wk:		Units	Hr/Wk	Units	Hr/Wk	Lec	Lab					
N450 Lead/Manage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2.0	2.0		0.0	20.0	0.0					
N451 Lead/Manage Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2		0.0	2.0	6.0	0.0	60.0					
N300 Acu Adult Care III	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3.0	3.0		0.0	30.0	0.0					
N301 Acu Adults Care III	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3		0.0	3.0	9.0	0.0	90.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
Total								10	5.0	5.0	5.0	15.0	50.0	150.0					
Quarter/Semester																			
Nurs Yr 3 Winter																			
	M	S	O	C	P	G	**Wk:												
N 470 Comm/PHN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4	4.0	4.0		0.0	40.0	0.0					
N 471 Comm/PHN Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4		0.0	4.0	12.0	0.0	120.0					
UD Theme (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4		0.0		0.0	0.0	0.0					
N496 Case Manage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2.0	2.0		0.0	20.0	0.0					
N497 Case Manage Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2		0.0	2.0	6.0	0.0	60.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
Total								16	6.0	6.0	6.0	18.0	60.0	180.0					
Quarter/Semester																			
Nurs Yr 3 Spring																			
	M	S	O	C	P	G	**Wk:												
N486 Trans Prof Prac	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	2	2.0	2.0		0.0	20.0	0.0					
N487 Trans Prof Prac Lab	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4		0.0	4.0	12.0	0.0	120.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0.0		0.0	0.0	0.0					
Total								6	2.0	2.0	4.0	12.0	20.0	120.0					

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank

Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

(916) 322-3350

Program Name: California State University, Los Angeles BSN Program	For Board Use Only
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate	Approved by: _____, NEC
Requesting new Curriculum Approval: <input type="checkbox"/> Major <input checked="" type="checkbox"/> Minor	Date: _____
Date of Implementation: FALL 2011	<input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Academic System: <input type="checkbox"/> Semester _____ weeks/semester <input checked="" type="checkbox"/> Quarter 10 weeks/quarter	

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	79	80*
Theory	(18)	(27)	45	48*
Clinical	(18)	(27)	34	32*
Communication Units	6	9	12	12
Science Units	16	24	45	41*
TOTAL UNITS FOR LICENSURE	58	87	136	133*
Other Degree Requirements			Nursing=15; GE- 48=63	Nursing-14*; GE- 48= 62*
TOTAL UNITS FOR GRADUATION			199	195*

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	N318/319; 394; N224/225	Nurs Care of Psych Pt Th / Lab; Nurs Concepts in Health Promotion, Prevention, and Treatment Adherence; Acute Prof Nurs Care Adults II Th/Lab
Personal Hygiene	N 100/105	Intro to Prof Nurs Process and Skills I Th / Lab
Human Sexuality	N216/217, 394; N220/221	Nurs Care of Women Childbear Families and Infants Th / Lab; Concepts in Health Promotion, Prevention, and Treatment Adherence; Nurs Care Children Th / Lab
Client Abuse	N220/221; N318/319	Nurs Care Children Th / Lab; Nursing Care of Psychiatric Patients Th/Lab
Cultural Diversity	N210/211, N222/223, N224/225, N220/221, N300/301, N216/217, N318/319	Intro to Prof Nurs Process and Skills II Th/Lab, Acute Prof Nurs Care of Adults I Th/Lab; Acute Prof Nurs Care of Adults I ITh/Lab; Nursing Care of Women, Child-Bearing Families and Infants, Th/Lab; Nursing Care of Children, Th/Lab; Acute Nurs Care of Adults III, Th/Lab; Nurs Care of Psych Patients, Th/Lab

Nutrition	NTRS 250	Human Nutrition
Pharmacology	N210/211; N260;222/223; 224/225	Intro to Prof Nurs Process and Skills II Th / Lab; Acute Prof Nurs Care Adults I Th / Lab; Acute Prof Nurs Care Adults II Th / Lab; Introduction to Pharmacology
Legal Aspects	N214; 476	Intro to the Art & Science of Nurs; Nurs and the Health Care System
Social/Ethical Aspects	N214; 476	Intro to the Art & Science of Nurs; Nurs and the Health Care System
Management/Leadership	N450/451; N486/487	Nurs Leadership and Management Dynamics Th / Lab; Trans to Prof Practice Th/Lab

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT		Course Number	Course Title	Units
NURSING				
Medical-Surgical	N100/105; 210/211; 214; 222/223; 224/225; 300/301;		Intro Prof Nurs Process & Skills I; Intro Prof Nurs Process & Skills II; Intro to the Art & Science of Nurs; Acute Care Adults I, II, III;	17/13
Obstetrical	N 216/217		Nurs Care of Women, Childbearing Families and Infants	3/3
Pediatric	N 220/221		Nurs Care of Children	3/3
Psych/Mental Health	N 318/319		Nurs Care of Psych Patients	3/3
Geriatrics	N100/105; N210/211; N300/301	Intro Prof Nurs Process & Skills I; Intro Prof Nurs Process & Skills II; Intro to the Art & Science of Nurs; Acute Care Adults III		4/3
Others	N 450/451; N250; N360; N215; N272/273; N394; N476; N486/ 487	Nurs Leadership/Management; Intro to Pathophysiology for Nurs Practice; Nursing Pharmacology; Intro to Prof and Clin Practice Issues;Intro to Physical Assessment/Lab; Nursing Concepts in Health Promo and Adherence; Nurs & Health Care Systems; Transition to Professional Practice Theory; Transition to Prof Practice Laboratory		17/8
BASIC SCIENCES	Total Nursing			80 (47/33)
Anatomy	BIO 200A/200B		Human Anatomy & Physiology 1 & II	5
Physiology	BIO 200A/200B		Human Anatomy & Physiology 1 & II	5
Microbiology	MICRO 201/202		Microbiology for Health Related Sciences	6
Societal/Cultural Pattern	Soc 201		Principles of Sociology	4
Psychology	Psy 150; Psy 160		Intro to Psychology; Psychology of Developing Person	4,4
Other Sciences	Chem 151; NUTR 250;		Fundamentals of Chemistry; Human Nutrition	5, 4,
Critical Thinking	Phil 160		Critical Thinking	4
COMMUNICATI ON	Total Sciences			41
Group	COMM 150		Oral Communication	4
Verbal	COMM 150		Oral Communication	
Written	ENGL 101/102		Composition I & II	4;4

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	N300/301	Acute Care Adults III Th/Lab	6
Psych/Mental Health	N318/319	Care of Psychiatric Patients Th/Lab	6
Geriatrics	N372/373; 346	Health Assessment & Promotion Across Life Span Th/Lab; Family Nursing	5; 3
Management/Leadership	N348A/349A; 450/451; 476; 487	Development for Prof Practice Th/Lab; Nursing Management Dynamics Th/Lab; Nursing and the Health Care System; Transition to Professional Nursing Practice Th/Lab	5; 4; 2; 4
BASIC SCIENCES	Nursing Total		35
Physiology	BOP 200A	Human Anatomy and Physiology I	5
Microbiology	MICRO 201/202	Microbiology for Health Related Sciences	6
TOTAL UNITS			46*
Signature Program Director/Designee:		Date:	

BOARD OF REGISTERED NURSING

P O Box 944210, Sacramento, CA 94244-2100

P (916) 322-3350 | www.rn.ca.gov

**Educational Requirements
 for a Public Health Nurse Certificate**

Name of Nursing Program: California State University, Los Angeles, Baccalaureate Degree
 Nursing Program

Completed by: Lorie Judson, RN, PhD Date: Sept 9, 2011

California Code of Regulations Section 1491(4)(A)-(L), 1491(7) identify theoretical content and
 Section 1491(6)(A)-(C) clinical experiences required for a PHN Certificate.

Please list courses in which the required PHN content is covered.

CCR 1491(4)(A) – (L):

Required Theoretical Content

A. Physical, mental, and developmental
 assessment: child and adult

B. Surveillance and epidemiology: chronic and
 communicable diseases

C. Health promotion and disease prevention

D. Multicultural nursing concepts

Course No. and Title

N272/N273 Introduction to Health Assessment
 Across the Life Span Theory and Lab
 N216/N217 Nursing Care of Women, Childbearing
 Families, Infants Theory and Lab
 N318/N319 Nursing Care of Psychiatric Patients
 Theory and Lab
 N220/N221 Nursing Care of Children Theory and
 Lab
 N470/N471 Community/Public Health Nursing
 Theory and Lab
 N470/N471 Community/Public Health Nursing
 Theory and Lab
 N394 Nursing Concepts in Health Promotion
 N470/N471 Community/Public Health Nursing
 Theory and Lab
 N394 Nursing Concepts in Health Promotion
 N470/N471 Community/Public Health Nursing
 Theory and Lab
 N210/N211 Introduction to Nursing process and
 Skills II Theory and Lab
 N222/N223 Acute Professional Nursing Care
 of Adults I Theory and Lab
 N224/N225 Acute Professional Nursing Care of
 Adults II Theory and Lab
 N220/N221 Nursing Care of Children Theory and
 Lab
 N300/N301 Acute Professional Nursing Care of
 Adults III Theory and Lab
 N216/N217 Nursing Care of Women, Childbearing
 Families, Infants Theory and Lab
 N318N/319 Nursing Care of Psychiatric Patients
 Theory and Lab

E. Research methodology and statistics	N490 Introduction to Nursing Research
F. Health teaching concepts and strategies	N394 Nursing Concepts in Health Promotion N470/N471 Community/Public Health Nursing Theory and Lab N214 Introduction to the Art and Science of Nursing
G. Population based practice: assessment and development of community collaboration at the level of systems, community and family/individual	N470/N471 Community/Public Health Nursing Theory and Lab N496/497 Nursing Case Management of Vulnerable Populations, Theory and Lab
H. Assessment of health needs of individuals and families, to include environment, and interventions across the lifespan	N470/N471 Community/Public Health Nursing Theory and Lab N272/273 Introduction to Health Assessment Across the Life Span Theory and Lab
I. Legal and health care financing issues	N476 Nursing and The Health Care System N470/N471 Community/Public Health Nursing Theory and Lab N496/N497 Nursing Case Management of Vulnerable Populations, Theory and Lab
J. Family violence, e.g., child, adult, domestic, elder abuse, etc.	N220/N221 Nursing Care of Children Theory and Lab N318/N319 Nursing Care of Psychiatric Patients Theory and Lab N 216/N217 Nursing Care of Women, Childbearing Families, Infants Theory and Lab N470/N471 Community/Public Health Nursing Theory & Lab
K. Case management/care coordination	N496/N497 Nursing Case Management of Vulnerable Populations, Theory and Lab N470/N471 Community/Public Health Nursing Theory and Lab
L. Emergency preparedness and response	N470/N471 Community/Public Health Nursing Theory & Lab
CCR 1491(7)	Course No. and Title
Training in the prevention, early detection, intervention, California reporting requirements, and treatment of child neglect and abuse that shall be at least seven (7) hours in length...	N470 /N471 Community/Public Health Nursing Theory & Lab N220/N221 N221 Nursing Care of Children Theory and Lab N318/N319 Nursing Care of Psychiatric Patients Theory and Lab N216/N217 Nursing Care of Women, Childbearing Families, Infants Theory and Lab
CCR Section 1491(6)(A)-(C): Supervised clinical experience must be:	Course(s)
A. In public health settings with individuals, families, and community	N471Community/ Public Health Nursing Lab
B. Concurrent with or following acquisition of theoretical knowledge prescribed by the curriculum	N471Community/ Public Health Nursing Lab
C. A minimum of 90 hours (Total # Clinical Hours)	120 hours

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 1.5.2
DATE: October 12, 2011

ACTION REQUESTED: **Approve major curriculum revision for Grossmont College Associate Degree Nursing Program.**

REQUESTED BY: Leslie A. Moody, NEC

BACKGROUND: Ms Deborah Yadow, RN, MSN, Associate Dean of Nursing is the program director for the Grossmont College Associate Degree Nursing Program. She and program faculty recently completed a program review which resulted in recommendations for revision of the program's Student Learning Outcomes (SLOs) and Terminal Objectives (TOs). The goal of the revision is to focus curriculum and instructional delivery more on professional aspects of nursing and less on task/technical skill aspects, more accurately reflect the instructional delivery and expectations, and provide goal statements that are performance measurable. The following is a summary of revisions proposed:

- SLOs are leveled for year one and two of the program
- SLOs and TOs are expanded to include more language that addresses expectations of professional nursing practice, and expanded professional and content concepts related to evidence based practice, legal/ethical issues, Nursing Practice Act, safety, lifelong learning
- Related curriculum documents and instructional delivery tools such as course objectives, student clinical performance evaluation instruments and syllabi are updated to reflect these revisions

Charts are attached which list the previous SLOs and TOs along with the proposed revision to each.

If approved, these new curriculum elements will be implemented immediately.

NEXT STEPS: Place on Board agenda.

FISCAL IMPLICATIONS, IF ANY: None

PERSON(S) TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant
(760) 369-3170

GROSSMONT
COLLEGE



Associate Dean, Nursing

Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant
California Board of Registered Nursing
760.369.3170
Leslie_Moody@dca.ca.gov

May 17, 2011

Dear Leslie:

The nursing program has changed their student learning outcomes (SLO's) and the terminal program objectives. The SLO's have been leveled by year and the terminal objectives come from achievement of the SLO's. I have attached them for your review.

Thank you for your support in this endeavor and please let me know if there is anything else you need from me.

A handwritten signature in cursive script, appearing to read 'Deborah A. Yaddow'.

Deborah A. Yaddow RN, MSN
Professor
Associate Dean of Nursing
Grossmont College
8800 Grossmont College Drive
El Cajon, Ca. 91977

Previous SLO's	Proposed SLO's
<p>NU 110: Conduct a "head to toe" assessment on a laboratory partner using system approach.</p> <p>Administer medications using the five rights of medication administration</p> <p>Perform simple and complex IV therapy skills satisfactorily</p> <p>Develop basic critical thinking skills in caring for adult medical-surgical patients.</p> <p>Execute technical skills, including intravenous insertion, commonly associated with pre-operative and ambulatory patients.</p>	<p>First year Courses: NU 120, 130, and 132:</p> <ol style="list-style-type: none"> 1. Demonstrates knowledge of nursing practice utilizing biopsychosocial theories and concepts in the performance of the registered nursing role by. <ol style="list-style-type: none"> a. Utilizing the nursing process to develop a plan of care for patients using biopsychosocial theories and concepts in the implementation of patient care in the registered nursing role. 2. Demonstrates the skills and attitudes necessary to perform as an associate degree nurse in the professional nursing roles of: <ol style="list-style-type: none"> (a) Provider of Care (b) Manager of Care (c) Member within a Discipline by: <ol style="list-style-type: none"> a. Satisfactorily performing the basic clinical competencies of a first year student in the categories of Provider of Care, Manager of Care, and Member within a Discipline. 3. Demonstrates critical thinking skills in the implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse patients within multidisciplinary health care systems by: <ol style="list-style-type: none"> a. Applying the knowledge and critical thinking skills developed to safely provide basic patient care for patients in the acute hospital setting. 4. Uses evidence based research to provide quality health care, initiate change and improve nursing practice by: <ol style="list-style-type: none"> a. Utilizing evidence based research in the planning and implementation of basic nursing care for medical-surgical patients. 5. Employing the use of informatics and effective communication skills to manage and coordinate care for the health care consumer in collaboration with other health care professionals by: <ol style="list-style-type: none"> a. Utilizing communication skills (verbal, nonverbal, interpersonal, and communication technology) as he/she learns to practice the professional registered nursing role. b. Applying principles of time management and priority setting to provide care for patients in collaboration with other members of the health care team across the life. 6. Implement the role of the professional nurse within the community as defined by the California

	<p>Nurse Practice Act and standards of nursing practice by:</p> <ul style="list-style-type: none"> a. Acting as a patient advocate and recognizing and adhering to the responsibility and accountability s as nurse in accordance with the role of the professional nurse. <p>7. Demonstrate the importance of life-long learning and quality improvement as part of professional commitment to the nursing profession by:</p> <ul style="list-style-type: none"> a. Identifying the student's responsibility for professionalism; promote collaboration and the development of lifelong learning skills as they begin the role of the professional nurse.
	<p>2nd Year Courses: NU 220, NU 222,NU 230 & NU 235</p> <ol style="list-style-type: none"> 1. Integrate knowledge of biopsychosocial theories and concepts when providing patient care by: <ul style="list-style-type: none"> a. Applying knowledge of nursing practice utilizing biopsychosocial theories and concepts in performing the professional nursing role. b. Formulating a holistic comprehensive plan of care for acute and chronic patients utilizing the nursing process, principles of health promotion and illness prevention, patient teaching and end of life care for patients throughout their lifespan 2. Integrates the skills and attitudes necessary to perform as an associate degree nurse in the professional nursing roles of: <ul style="list-style-type: none"> (a) Provider of Care (b) Manager of Care (c) Member within a Discipline by: <ul style="list-style-type: none"> a. Satisfactorily performing the complex roles, skills, and responsibilities of a second year student in the categories of Provider of Care, Manager of Care, and Member within a Discipline in the clinical setting. 3. Implements critical thinking skills in the implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse patients within multidisciplinary health care systems by: <ul style="list-style-type: none"> a. Intervening competently and safely for groups of health care consumers in complex patient care situations within a multidisciplinary healthcare system.

	<p>4. Use evidence based research to provide quality health care, initiate change and improve nursing practice by:</p> <ul style="list-style-type: none"> a. Utilizing evidence based research in the planning and implementation of complex nursing care for individuals, families, and groups of health care consumers. b. Evaluating the importance and effectiveness of evidence-based research in nursing practice. <p>5. Effectively employ the use of informatics and effective communication skills to manage and coordinate care for the health care consumer in collaboration with other health care professionals by:</p> <ul style="list-style-type: none"> a. Integrating communication skills (verbal, nonverbal, interpersonal, and communication technology) into the practice of the professional nursing role. b. Collaborating with other health team members to organize, manage, delegate and coordinate patient care for the health care consumers and family members across the life span. <p>6. Implement the role of the professional nurse as defined by the California Nurse Practice Act and standards of nursing practice by:</p> <ul style="list-style-type: none"> a. Assuming responsibility and accountability for the student's nursing action(s) as they undertake the role of the professional nurse. b. Making complex clinical decisions that support health care consumer advocacy based upon the ethical and legal principles as described in the California Nurse Practice Act and the American Nurses Association code of ethics. <p>7. Demonstrates the importance of life-long learning and quality improvement as part of their professional commitment to the nursing profession by:</p> <ul style="list-style-type: none"> a. Assuming responsibility and commitment towards for life-long learning in the areas of evidence-based healthcare, informatics, practice based learning, self-reflection and assessment as the student undertakes the role of the professional nurse.
<p>NU 118: Describe the pharmacotherapeutics, pharmacodynamics, pharmacokinetics, contraindications and precautions, adverse effects,</p>	<p>NU 118: a. Discuss the pharmacotherapeutics, pharmacodynamics, pharmacokinetics, contraindications and precautions, adverse effects,</p>

<p>and drug interactions for each prototype drug in the following major drug classifications: nervous system drugs and cardiovascular system drugs.</p> <p>Evaluate available teaching materials for appropriateness to health, nurse, and person for the medications covered.</p> <p>List the generic and brand names of each prototype drug in the nervous system and cardiovascular system drug classification.</p> <p>NU 119 Describe the pharmacotherapeutics, pharmacodynamics, pharmacokinetics, contraindications and precautions, adverse effects, and drug interactions for the following major drug classifications: respiratory, genitourinary, endocrine and immune system drugs, anti-infectives and antineoplastic drugs</p> <p>Evaluate available teaching materials for appropriateness to health, nurse, and person for the medications covered.</p> <p>List the generic and brand names of each prototype drug in the following drug classifications: respiratory, genitourinary, endocrine and immune system drugs, anti-infectives and antineoplastics drugs.</p>	<p>and drug interactions for the major drug classifications.</p> <p>b. Evaluate available teaching materials for appropriateness to health, nurse, and person for the medications covered.</p> <p>c. Plan nursing management strategies for each prototype drug that minimize adverse effects and maximize therapeutic effects for patients receiving certain classifications of medications.</p> <p>NU 119:</p> <ol style="list-style-type: none"> 1. Describe the pharmacotherapeutics, pharmacodynamics, pharmacokinetics, contraindications and precautions, adverse effects, and drug interactions for major drug classifications. 2. Evaluate available teaching materials for appropriateness to health, nurse and person for the medications covered. 3. Plan nursing management strategies for each of the common prototype drugs and major drug classifications that minimize adverse effects and maximize therapeutic effects.
<p>NU 120: Demonstrate competence in nursing assessment techniques to determine a patient's state of health</p> <p>Demonstrate mastery in the performance of selected nursing skills</p> <p>Research patient data the day before the clinical experience and develop a plan of care for each clinical day</p> <p>Demonstrate caring in relationships with patients and families</p> <p>Develop critical thinking skills in distinguishing between those nursing care situations that require instructor's assistance and those that can be managed independently.</p>	

<p>NU 130: Relate scientific rationale to nursing interventions.</p> <p>Demonstrate caring in relationships with patients and families.</p> <p>Distinguish those nursing care situations that require instructor's assistance from those that can be managed independently.</p> <p>Execute technical skills, including intravenous insertion, commonly associated with perioperative and ambulatory patients.</p> <p>Research patient data the day before the clinical experience and develop a plan of care for each clinical day.</p>	
<p>NU 132: Relate scientific rationale to nursing interventions.</p> <p>Assess and interpret functional health patterns and formulate appropriate nursing diagnoses for patients experiencing pregnancy, birth, or parenting.</p> <p>Evaluate the learning needs of patients and families, implementing teaching strategies that achieve desired outcomes.</p> <p>Plan and implement the nursing process for pediatric patients with chronic illness and various disorders of childhood affecting functional health patterns.</p> <p>Critique own strengths and weaknesses through periodic written self-evaluations.</p>	
<p>NU 220: Plan, implement and evaluate nursing care, setting priorities for complex medical-surgical patients.</p> <p>Apply nursing theory to nursing care of selected patients in the clinical laboratory</p> <p>Utilize knowledge of scientific principles to evaluate effectiveness of nursing care and revise the nursing care plan when appropriate</p> <p>Execute technical skills commonly associated with the care of patients with complex medical-surgical problems</p> <p>Identify and appropriately delegate tasks to team members</p>	
<p>NU 222: Plan, implement, evaluate, modify and individualize nursing care for patients with neurological and residual dysfunctions or</p>	

<p>psychiatric disorders.</p> <p>Research patient data the day before the clinical experience and develop a plan of care for each clinical day.</p> <p>Relate psychiatric nursing theory to the nursing diagnoses and nursing interventions.</p> <p>Demonstrate the ability to communicate effectively with the patient experiencing psychological difficulties.</p> <p>Evaluate the learning needs of patients and families, implementing teaching strategies that achieve desired outcomes.</p>	
<p>NU 230: Differentiate the relationship between selected pathophysiology, stating all appropriate nursing diagnoses for the adult and elderly patient. Plan, implement and evaluate nursing care, setting priorities for urgent and emergent situations. Execute technical skills commonly associated with the care of patients experiencing alterations in oxygenation.</p> <p>Research patient data the day before the clinical experience and develop a plan of care for each clinical day.</p> <p>Apply nursing theory to nursing care of selected patients in the clinical laboratory.</p>	
<p>NU 235:</p> <p>Manage patient care under the direct supervision of a registered nurse preceptor focusing on prioritizing, planning, delegating and evaluating patient care.</p> <p>Collaborate with preceptor, patient and other members of the health care team and plan nursing care for the daily patient assignment.</p> <p>Develop time management skills to provide care for a number of patients realistic for an entry-level practitioner in the assigned patient care area.</p>	

Previous Terminal Objectives	Proposed Terminal Objectives
<p>Upon completion of the program, the Grossmont College Associate Degree Nursing graduate will demonstrate the following roles of the Associate Degree Nurse.</p> <p>PROVIDER OF CARE:</p> <p>The graduate has current knowledge in nursing concepts, principles, processes, and skills necessary to make decisions for competent and caring nursing practice in various health care settings by:</p> <p>Utilizing critical thinking and clinical judgment in the application of the nursing process.</p> <p>Assessing the patient for relevant data.</p> <p>Incorporating growth and development when implementing caring nursing interventions.</p> <p>Meeting the patient's basic needs to maximize their level of wellness or to support a peaceful and dignified death.</p> <p>Providing patient education for a diverse population in promoting wellness or restoring health.</p> <p>Communicating effectively verbally, non-verbally, and in writing or through information technology.</p> <p>Utilizing therapeutic communication skills when</p>	<ol style="list-style-type: none"> 1. The nursing graduate will demonstrate knowledge of nursing practice utilizing biopsychosocial theories and concepts in the performance of the registered nurse role. 2. The nursing graduate will implement the complementary and interrelated nursing practice roles of the associate degree nurse as: <ol style="list-style-type: none"> (1) Provider of Care (2) Manager of Care (3) Member within a Discipline by: 3. The nursing graduate will demonstrate critical thinking skills in the utilization of the nursing process and informatics to provide safe patient care, and meet the needs of culturally diverse patients within multidisciplinary health care systems. 4. The nursing graduate will utilize evidence based research to provide quality health care and to initiate change in an effort to continuously improve nursing practice. 5. The nursing graduate will demonstrate the ability to employ effective communication skills to manage and coordinate care for the health care consumer in collaboration with other health care professionals. 6. The nursing graduate will implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and standards of nursing practice. 7. The nursing graduate will support life-long learning as part of their professional commitment to the nursing profession.

interacting with patients.

MANAGER OF CARE:

The graduate possesses the knowledge and skills necessary for:

Making decisions regarding priorities of nursing care.

Delegating appropriate aspects of nursing care and supervision of other personnel.

Managing time and resources efficiently and effectively.

Seeking assistance when needed.

Collaborating with health team members regarding patient needs and outcomes.

MEMBER WITHIN THE DISCIPLINE OF NURSING:

The graduate has acquired the knowledge for professional growth, continuous learning and self-development by:

Practicing within the ethical and legal framework of nursing and promoting standards of nursing practice.

Utilizing resources for life-long learning and self-development.

Using constructive criticism for improving nursing practice.

Recognizing the importance of nursing research.

Recognizing the importance of and participating in professional nursing organizations.

Practicing within parameters of individual knowledge and experience.

DATE: October 12, 2011

Riverside City College 2011-2012

School of Nursing

Comparison between Current and Proposed Curriculum

Component	Current	Proposed
<p>School of Nursing</p> <ul style="list-style-type: none"> • Mission • Vision • Value • Goals 	<p>Followed institutional Mission-Vision-Values-Goals</p> <p>Did not differentiate between RCC and School of Nursing (SON).</p>	<p>Based on institutional Mission – Vision – Values – Goals</p> <p>Developed specific SON Mission-Vision-Values-Goals</p>
Philosophy	<p>Traditional – developed originally in 1963 and revised as needed throughout the next 38 years.</p> <p>Based on conceptual framework involving the Nursing Process, Maslow’s Hierarchy of Needs, the Roles of Nurse, Erikson’s, Health –Illness Continuum.</p> <p>Reflected faculty’s beliefs about the conceptual framework, the professional ADN role, teaching/ learning, caring, and critical thinking.</p>	<p>Contemporary – developed with the entire faculty’s input and an extensive review of current literature.</p> <p>Based on RCC and SON Mission – Vision – Values – Goals. Courses build to assist students to achieve Advanced Beginner competency by graduation. Prepares graduate nurse generalists.</p> <p>Discusses the basis of ADN nursing practice and the role of ADN nurse in a contemporary health care environment. Recognizes learning as a lifelong process and a self-directed, personal responsibility. Acknowledges the importance of technology in safe nursing practice.</p>
Framework	<p>Based on the Nursing Process, Maslow’s Hierarchy of Needs, the Roles of the Nurse, Erikson’s, and the Health – Illness Continuum.</p>	<p>The nursing meta-paradigm (environment, nurse, patient and healthcare) forms the basis from which the seven (7) major curriculum concepts flow. These Major concepts are:</p> <ol style="list-style-type: none"> 1. Quality, safe, evidence-based, patient-centered care 2. Professionalism 3. Leadership 4. Caring 5. Collaboration/Communication 6. Critical thinking 7. Informatics

		NCLEX-RN categories and sub-categories are incorporated throughout each concept as appropriate. Student Learning Course Outcomes and Competencies operationalize the major concepts, allowing the student to achieve ADN graduate status. The RCC ADN graduate is central to the model.
Threads/Concepts	<p>Traditionally-based threads leveled in the program as appropriate:</p> <ul style="list-style-type: none"> • Gerontology • Pediatrics • OB • Mental Health • Medical - Surgical • Spirituality • Ethnic, Legal, Social issues • Cultural Diversity • Management / Leadership • Community Health • Nutrition • Pharmacology • Alcohol / Chemical Dependency • Human Sexuality • Client Abuse • End of Life • Pain Management 	<p>Seven major concepts with 27 sub concepts integrated in all courses throughout the program. These sub-concepts include:</p> <ul style="list-style-type: none"> • Evidenced-Based Practice • Safety (clinical competency) • Nursing Process • Patient Education • Diversity • Advocacy • Patient-centered Care • Ethical Behavior • Standards of Practice/Legal Principles • Accountability • Role Socialization • Professional Boundaries • Management of Care • Delegation / Supervision • Quality Improvement • Relationship-Centered care • Collegiality • Cultural Sensitivity • Spirituality • Inter / Intra Professional Communication Skills • Conflict Resolution • Documentation • Clinical Reasoning/Decision-Making • Clinical Judgment • Patient Care Technologies • Technology and Information Systems • Computer Skills
Graduate Learning Outcomes	Defined as Terminal Objectives.	Identified as Graduate Learning Outcomes with related Competencies.

	Organized around the Roles of the Nurse and the Nursing Process.	Organized around the seven (7) major curriculum concepts.
Level Objectives / Course Outcomes	<p>Defined as Level Objectives sequenced from simple to complex.</p> <p>Multiple specific sub objectives delineated.</p> <p>Flowed from a traditional conceptual framework model.</p>	<p>Identified as Course Outcomes.</p> <p>Course Outcomes flow from the Graduate Learning Outcomes, which are defined by Competencies. The Course Outcomes and Competencies culminate in attainment of the Graduate Learning Outcomes.</p>
Course Sequencing/Curricular Design	<p>Courses sequenced from simple to complex.</p> <p>Defined by specific content areas.</p> <p>Four major semester courses with two professional development courses at beginning and end of program.</p> <p>Separate optional nursing skills lab course available.</p> <p>Patho physiology and Pharmacology content integrated throughout each course.</p> <p>Six required courses with separate optional skills lab.</p> <p>Total theory hours=351 Total clinical hours=999 Total units=72</p>	<p>Integrated curricular design while maintaining specialty course content and clinical rotations.</p> <p>All seven (7) major concepts integrated in each course.</p> <p>Sequenced from Foundational/Health Promotion to Acute and Chronic Illnesses / Specialties to Integrated Care Across the Lifespan.</p> <p>Clearly delineated Pathophysiology and Pharmacology content in each course to assist in student articulation to BSN/MSN programs.</p> <p>Five required courses with nursing skills lab incorporated into 4 of the courses</p> <p>Total Theory hours= 333 Total Clinical hours= 1053 Total Clinical Skills Lab hours= 108 Total Units = 74</p>

RCC SCHOOL OF NURSING MISSION

The RCC School of Nursing provides excellence in education to a diverse student population to meet the healthcare needs of our community members by engaging in professional nursing practice.

RCC SCHOOL OF NURSING VISION

The RCC School of Nursing is committed to advancing the art and science of nursing by empowering graduates to value scholarship, lifelong learning, and leadership in a dynamic healthcare environment.

RCC SCHOOL OF NURSING VALUES

The School of Nursing embraces the values of RCCD and the National League for Nursing (NLN).

Tradition of Excellence: We embrace the School of Nursing's rich tradition of excellence, innovation, and technology to uphold the highest standard of education we provide our students and community members. We are committed to build the future on the foundation of the past.

Passion for Learning: The School of Nursing espouses a student-centered approach to interactive learning. The faculty supports knowledge acquisition through incorporating evidence-based nursing research and practice. Student self-efficacy is supported through self-regulated learning and reinforced by faculty guidance. The faculty instills a passion for learning in students by fostering the application of scientific knowledge through use of the nursing process which results in sound clinical judgment and critical thinking. We value a learning environment in which nursing faculty, staff, and students find enrichment in their work and achievements.

Respect for Collegiality: We value the contributions of all students, faculty members, college, and community partners as we strive for collegial dialogue and collaborative decision-making.

Appreciation of Diversity: We promote inclusiveness, openness, and respect for differing viewpoints. A culture of diversity embraces acceptance and respect. Diversity involves understanding ourselves and others, moving beyond simple tolerance, and celebrating the richness of each individual.

Dedication to Integrity: Integrity and honesty in action and word are promoted, expected, and practiced.

Commitment to Caring: We support a culture of caring, based on mutual respect, embraced by faculty and students and reflected in the community served. The faculty serves as one of many support systems available for students in their pursuit of academic achievement.

Commitment to Accountability: We are accountable to our profession, college, students, and community for vigilantly maintaining the highest standards of instruction and nursing practice to meet student learning outcomes.

Commitment to the Nursing Metaparadigm: The curriculum considers the 4 major metaparadigm concepts including the nurse, health, environment, and patient, which are integrated into the student learning outcomes.

RCC SCHOOL OF NURSING GOALS

Goal 1: Commitment to a diverse student population:

Provide a learner-centered environment that enhances students' ability to become competent practitioners in a vibrant healthcare arena.

Goal 2: Commitment to community healthcare needs:

Offer affordable student-centered curricula that facilitates professional career path advancement to meet the needs of our community.

Goal 3: Commitment to leadership in nursing education:

Be recognized for excellence, at the forefront of nursing education, with dynamic curricula, evidence-based practice, technology, and innovation.

Goal 4: Commitment to an empowered, highly qualified nursing faculty:

Promote the continuous development of faculty as educators, scholars, and leaders.

RCC SCHOOL OF NURSING

ADN PHILOSOPHY

The School of Nursing (SON) is a vital component of Riverside City College (RCC) and embraces the mission, values, and traditions of both the RCC District and the College. The SON prepares quality nursing healthcare providers using a student-centered approach through teaching excellence in an environment conducive to learning. The Associate Degree Nursing (ADN) program prepares individuals for professional generalist nursing roles and for collaboration with other professionals and consumers in the delivery of holistic healthcare.

The program is designed to culminate in seven identified student learning outcomes which emerge from the core concepts of the nursing metaparadigm and are reflective of changes in current healthcare initiatives. The sequencing of courses promote the development of higher cognitive levels, address differing patient populations, and focus on increasing complexities in patient care needs which are delivered in a variety of healthcare settings. Courses build to allow students to progress from novice to advanced beginner by the conclusion of the program, thus preparing them with the knowledge, skills, and attitudes necessary to become competent nurses during their first two years of practice (Benner, Tanner, & Chelsea, 2009; Cronenwett et al., 2007).

The nursing faculty acknowledge the diverse and dynamic roles of the nurse generalist. Nurses serve as patient advocates, providing direct and indirect care throughout the lifespan in a variety of healthcare settings for diverse individuals, families, and communities. Nursing practice is based on nursing knowledge, theory, and research, as well as knowledge and evidence from other disciplines that are adapted and applied as appropriate. The generalist nurse practices from a holistic caring framework which is comprehensive and focuses on the patient's mind, body, spirit, and emotions. Nurses recognize that determining the health status of the patient within the context of the patient's environment, differences, values, preferences, and expressed needs is essential in planning, implementing, and evaluating outcomes of care along the health-illness continuum.

The nursing faculty recognize the Associate Degree Nurse as a leader within the healthcare environment. Nurses are accountable for their own professional practice, functioning autonomously and interdependently as a member of the healthcare team. Nurses possess the knowledge and authority to safely delegate nursing tasks to designated team members, assuming accountability for all delegated care. Nurses use research findings and other evidence to design, coordinate, and supervise care that is multi-dimensional, high quality, and cost effective. Current healthcare trends require that nurses ethically manage data, information, knowledge, and technology to effectively communicate and to support safe nursing practice.

Nurses promote the image of nursing by modeling the values, standards, and attitudes of the nursing profession. Professional nursing requires strong critical thinking, communication, teaching, and assessment skills. Nurses incorporate quality improvement concepts, processes, and outcome measures to ensure quality care and patient safety. The generalist nurse is prepared for ethical dilemmas that arise in practice and facilitates collaborative decision-making within a professional ethical framework.

The nursing faculty believe learning is a continuous lifelong process and a personal responsibility that promotes autonomy and encourages self-directed learning. The faculty recognize the individuality of each nursing student including differences in culture, ethnicity, learning styles, goals, and support systems by choosing learning experiences that build on these differences to enhance their academic

and professional growth. Faculty encourage students to be actively involved in the learning process to develop clinical proficiency, gain cultural sensitivity, and become socialized into nursing practice. Learning activities are implemented throughout the program to achieve sequence, continuity, and synthesis of knowledge and expertise as defined by the program's outcomes and competencies.

The nursing faculty recognize that teaching and learning are dynamic processes involving a fluid, innovative curriculum which is evaluated and revised based on research evidence, the needs of a multicultural society, advances in technology, and the changing healthcare system. The educational process facilitates the attainment of each student's potential, allowing nursing program graduates to effectively meet student learning outcomes, obtain nursing licensure, and practice in the community as a safe provider and manager of professional nursing care.

RCC ADN PROGRAM
GRADUATE LEARNING OUTCOMES

Upon completion of the RCC Associate Degree Nursing Program, the graduate will:

1. Provide quality, safe, patient-centered nursing care using evidence-based practices.
2. Function as a professional and competent nurse generalist while assimilating all ethical and legal principles.
3. Provide leadership in a variety of healthcare settings for diverse patient populations.
4. Integrate caring relationships into nursing interventions that positively influence health outcomes and demonstrate sensitivity to the values of others.
5. Participate in collaborative relationships through communication with members of the interprofessional healthcare team for the purpose of providing and improving patient care.
6. Incorporate critical thinking principles using reasoning and adaptability to make sound clinical judgments necessary for the provision of quality patient care and continuous quality improvement.
7. Employ technology to effectively communicate, manage knowledge, prevent errors, and support decision-making.

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

Name of School: Riverside City College												Date Submitted: 9/16/2011			
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree												For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved			
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor						Effective Date: 2/14/2012									
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.												By: Date:			
Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4								Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter				*Wk: 16			
Quarter/Semester Pre-Reqs								Total Units	Theory		Lab		Total Hours		
									Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
	M	S	O	C	P	G	**Wk:								
A & P 2A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	4	2	2.25	2	6.75	36	108	
A & P 2B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	4	2	2.25	2	6.75	36	108	
Psychology 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	3	3	3.375	0	0	54	0	
Microbiology 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	4	3	3.375	1	3.375	54	54	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0	
Total								15	10	11.25	5	16.875	180	270	
Quarter/Semester 1													Total Hours		
	M	S	O	C	P	G	**Wk:								
Nursing 11	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	16	9.5	5	5.6	4.5	15.2	90	243	
Nursing 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	0.5	0	0	0.5	1.7	0	27	
English 1A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	4	3	3.4	1	3.4	54	54	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0	
Total								14	8	9	6	20.3	144	324	
Quarter/Semester 2													Total Hours		
	M	S	O	C	P	G	**Wk:								
Nursing 12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	16	8	4	4.5	4	13.5	72	216	
Nursing 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	0.5	0	0	0.5	1.7	0	27	
Soc I or Antro 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	3	3	3.375	0	0	54	0	
Anal. Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	3	3	3.375	0	0	54	0	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0	
Total								14.5	10	11.25	4.5	15.2	180	243	

* Number of weeks per semester / quarter

 ** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
 Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULAM PLAN

(916) 322-3350

Submit in duplicate

Name of School:												Date Submitted:			
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree												For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: Date:			
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor						Effective Date: 2/14/2012									
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.															
Check appropriate year:								Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter				*Wk:		16	
Quarter/Semester Intercession <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4								Total Units	Theory		Lab		Total Hours		
									Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
Nursing 13								6	2.5	1	3	1.5	13.5	18	81
								1			0		0	0	0
								1			0		0	0	0
								1			0		0	0	0
								1			0		0	0	0
								1			0		0	0	0
								1			0		0	0	0
Total									2.5	1	3	1.5	13.5	18	81
Quarter/Semester 3								Total Hours							
								16	9	4.5	5.1	4.5	15.2	81	243
Nursing 21								16	0.5	0	0	0.5	1.7	0	27
Nursing 6								16	3	3	3.375	0	0	54	0
Humanities								16	3	3	3.375	0	0	54	0
Speech								1			0		0	0	0
								1			0		0	0	0
								1			0		0	0	0
Total									15.5	10.5	11.85	5	16.9	189	270
Quarter/Semester 4								Total Hours							
Nursing 22								16	9	4	4.5	5	16.9	72	270
Nursing 6								16	0.5	0	0	0.5	1.7	0	27
American Studies								16	3	3	3.375	0	0	54	0
								1			0		0	0	0
								1			0		0	0	0
								1			0		0	0	0
								1			0		0	0	0
Total									12.5	7	7.875	5.5	18.6	126	297

* Number of weeks per semester / quarter

 ** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
 Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

(916) 322-3350

Submit in DUPLICATE.

Program Name:	For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor	
Date of Implementation: February 14, 2012	
Academic System: <input checked="" type="checkbox"/> Semester _____ 16 weeks/semester <input type="checkbox"/> Quarter _____ weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	37.5	*40
Theory	(18)	(27)	19	*18.5
Clinical	(18)	(27)	18.5	*21.5
Communication Units	6	9	7	7
Science Units	16	24	18	18
TOTAL UNITS FOR LICENSURE	58	87	62.5	*65
Other Degree Requirements			9	9
TOTAL UNITS FOR GRADUATION			71.5	*74

List the course number(s) and titles(s) in which content may be found for the following required content areas:

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	N11, N21, N22	N11-Foundations of Nursing Practice Across Lifespan N21-Acute/Chronic II/MH Spec N22-Integrated Care Across Lifespan
Personal Hygiene	N11	N11-Foundations of Nursing Practice Across Lifespan
Human Sexuality	N11, N12, N21	N11-Foundations of Nursing Practice Across Lifespan N12-Chronic Illness/MC Spec N21-Acute/Chronic II/MH Spec
Client Abuse	N11, N21	N11-Foundations of Nursing Practice Across Lifespan N21-Acute/Chronic II/MH Spec
Cultural Diversity	N11, N12, N13 N21, N22	N11-Foundations of Nursing Practice Across Lifespan N12-Chronic Illness/MC Spec.N22-Integrated Care Across Lifespan N13-Acute/Chronic Illness I N21-Acute/Chronic II/MH Spec N22-Integrated Care Across Lifespan
Continued on Next Page		

REQUIRED CONTENT CONTINUED	Course Number	Course Titles
Nutrition	N11, N12, N13, N21, N22	N11-Foundations of Nursing Practice Across Lifespan N12-Chronic Illness/MC Spec N13-Acute/Chronic Illness I N21-Acute/Chronic II/MH Spec N22-Integrated Care Across Lifespan
Pharmacology	N11, N12, N13 N21, N22	N11-Foundations of Nursing Practice Across Lifespan N12-Chronic Illness/MC Spec N13-Acute/Chronic Illness I N21-Acute/Chronic II/MH Spec N22-Integrated Care Across Lifespan
Legal Aspects	N11, N12, N13 N21, N22	N11-Foundations of Nursing Practice Across Lifespan N12-Chronic Illness/MC Spec N13-Acute/Chronic Illness I N21-Acute/Chronic II/MH Spec N22-Integrated Care Across Lifespan
Social/Ethical Aspects	N11, N12, N13 N21, N22	N11-Foundations of Nursing Practice Across Lifespan N12-Chronic Illness/MC Spec N13-Acute/Chronic Illness I N21-Acute/Chronic II/MH Spec N22-Integrated Care Across Lifespan
Management/Leadership	N11, N12, N13 N21, N22	N11-Foundations of Nursing Practice Across Lifespan N12-Chronic Illness/MC Spec N13-Acute/Chronic Illness I N21-Acute/Chronic II/MH Spec N22-Integrated Care Across Lifespan

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	N11, N12, N13, N21, N22	N11-Foundations of Nursing Practice Across Lifespan N12-Chronic Illness/MC Spec N13-Acute/Chronic Illness I N21-Acute/Chronic II/MH Spec N22-Integrated Care Across Lifespan	9.5 + 8 + 2.5 + 9 + 9
Obstetrical	N11, N12, N22	N11-Foundations of Nursing Practice Across Lifespan N12-Chronic Illness/MC Spec N22-Integrated Care Across Lifespan	
Pediatric	N11, N12, N22	N11-Foundations of Nursing Practice Across Lifespan N12-Chronic Illness/MC Spec N22-Integrated Care Across Lifespan	
Psych/Mental Health	N11, N21	N11-Foundations of Nursing Practice Across Lifespan N22-Integrated Care Across Lifespan	
Geriatrics	N11, N12, N21, N22	N11-Foundations of Nursing Practice Across Lifespan N12-Chronic Illness/MC Spec N21-Acute/Chronic II/MH Spec N22-Integrated Care Across Lifespan	
BASIC SCIENCES			
Anatomy	Anatomy & Physiology 2A	Anatomy & Physiology I	4
Physiology	Anatomy & Physiology 2B	Anatomy & Physiology II	4
Microbiology	Microbiology I	Microbiology	4
Societal/Cultural Pattern	Sociology 1 or Anthropology 2	Introduction to Sociology or Cultural Anthropology	3
Psychology	Psychology 9	Developmental Psychology	3
COMMUNICATION			
Group	Speech I (Public Speaking) or		3
Verbal	Speech 9 (Interpersonal Communication)		
Written	English IA	English Communication	4
* TOTAL UNITS			74

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	N21, N22	N21-Acute/Chronic II/MH Spec N22-Integrated Care Across Lifespan	9+ 9
Psych/Mental Health	N21	N21-Acute/Chronic II/MH Spec	
Geriatrics	N21, N22	N21-Acute/Chronic II/MH Spec N22-Integrated Care Across Lifespan	
Management/Leadership	N21, N22	N21-Acute/Chronic II/MH Spec N22-Integrated Care Across Lifespan	
BASIC SCIENCES			
Physiology	Anatomy & Physiology 2A Anatomy & Physiology 2B	Anatomy & Physiology I Anatomy & Physiology II	4, 4
Microbiology	Microbiology I	Microbiology I	4
TOTAL UNITS			30
Signature Program Director/Designee:		Date: September 16, 2011	

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary (Revised AIS 10/11/11)

AGENDA ITEM: 1.5.4
DATE: October 12, 2011

ACTION REQUESTED: Approve the Major Curriculum Changes
Sacramento City College (SCC)
Associate Degree Nursing Program

REQUESTED BY: Katie Daugherty, MN, RN
Nursing Education Consultant

BACKGROUND: Ms. Dale Cohen MSN, RN has been the program director since August 2006. Total program enrollment for both the main and Sacramento extended campus is 160-170 students. Annual NCLEX pass rates are exemplary from year to year including 2010-2011 at 98.04%. The main campus and extended campus curriculum, policies, procedures, etc. are exact replicas of one another. The major curriculum changes being proposed were originally divided into two phases because implementation dates were going to be different for each phase. As of 10/11/11, no curriculum changes will be implemented in Spring 2011.

Instead all proposed changes will be implemented in Fall 2012, in order for the SCC nursing program to be responsive to and to accommodate the most recent unexpected (10/7/11) recommendation of the SCC institutional curriculum committee. By implementing all proposed changes in Fall 2012, program students will be provided a longer period of notification and requisite catalog change timelines can be met. The program director informed the board consultant of the unexpected revisions in the original proposal on 10/10/11 and this revised AIS document and CRL/TCP forms were completed to clearly summarize the changes based on Fall 2012 implementation, if approved.

The proposed changes in nursing courses, content, units and the redistribution/minor re-sequencing changes in nursing courses are designed to provide students with more accurate unit credit for the actual amount of coursework in the nursing major, sufficient unit load (12 units of nursing/term) to meet the full time financial aid unit requirement each nursing term, provide more theory hours in each term, re-distribute the Med.surg content more effectively, combine the Peds and OB content in one term, and implement greater use of existing and new technology as described in the attached program proposal. The proposed CRL science, other degree and graduation requirement changes are designed to reduce the number of units for the degree as much as possible. Changes are as follows:

- Revise the program philosophy, course objectives and terminal program outcomes to reflect the QSEN competencies, definitive inclusion of nutrition, growth and development, multicultural content and technology/informatics as summarized in the proposal documents.
- Increase the total nursing units taken in each of the four semesters of the nursing program to 12 units (formerly 10.5 or 11 units per term).
- Increase the total program nursing units from 43 to 48 units; eliminate the elective N371 course and move the content and units into the four terms of nursing theory as described in proposal documents.
- Increase the total nursing theory units from 18 to 24 units, thereby providing a total of 108 hours of nursing theory instruction in each of the four terms in the nursing major.

- Decrease the total nursing clinical units from 25 to 24 units, thereby providing a total of 324 hours of clinical instruction in each of the four program terms (deleted .5 U from N405 & .5 U from N445).
- Move existing Peds content from third semester (N425) to second semester (N415) creating a Maternal-Child and Med.Surg focus in second term.
- Move select Med. Surg. content from second (N415) to the third semester (N424/N425) as described in the proposal.
- Split the 12 units of nursing in third semester into two nursing courses; N424 (4 units) and N425 (8 units) to facilitate enrollment for generic, LVN advanced placement and the LVN 30 unit options. Generic and LVN advanced placement students will take third semester course N424 concurrently with N425. The LVN 30 unit option students will only take N425. The proposed third semester Med.surg content in N424 and N425 is designed to better prepare students in third and fourth for the complex Med.surg, multiple patient care assignments, and leadership/management content in fourth semester.
- Absorb relevant content from the existing N445 Seminar course into the new N435 and eliminate N445.
- Obtain required SCC institutional approval for nursing program courses N 305, 405, 415, 424, 425, and 435 to be recognized by the institution as providing sufficient content preparation in the areas of human growth and development, nutrition, and multicultural studies, thus, eliminating the need for program students to take the stand alone pre-requisite CRL courses: FCS 324 Human Growth and Development (3 units) and FCS 340 Nutrition (3 units) as well as a separate GE Multicultural Studies course (3 units).
- Require all program students complete the pre-requisite and degree courses prior to taking the four semesters in the nursing major.
- Revise existing approved BRN CRL and TCP forms to reflect an increase in the total nursing units for the generic option from 43 to 48, a decrease in the total science CRL units from 26 to 20 units and total CRL units from 75 to 74 units. Total degree/graduation units will decrease from 87 to 83 units effective Fall 2012 as described in the attached revised CRL/TCP forms.

NEXT STEPS:	Place on Board Agenda
FISCAL IMPACT:	None
PERSON TO CONTACT:	Katie Daugherty, NEC (916) 574-7685

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE EFFECTIVE FALL 2012**Submit in **DUPLICATE**.

(916)322-3350

Program Name: Sacramento City College Associate Degree in Nursing Program		Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate		
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor		
Date of Implementation: Effective Fall 2012		
Academic System: <input checked="" type="checkbox"/> Semester <u>16.4</u> weeks/semester (18 SEMESTER WK OF INSTRUCTION COMPRESSED INTO 16.4 WK) <input type="checkbox"/> Quarter _____ weeks/quarter N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance through the Life Cycle; N424 Nursing in Complex Health Problems During the Adult Years; N425 Nursing in Complex Health Problems through the Life Cycle; N435 Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing		

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	43	GENERIC *48	LVN ADV PLCMT * 53 (incl N305)
Theory	(18)	(27)	(18)	* 24	(12 LVN credit+15=27) *(27)
Clinical	(18)	(27)	(25)	* 24	(12 LVN credit + 14=26) *(26)
Communication Units	6	9	6	6	6
Science Units	16	24	26	* 20	* 20
TOTAL UNITS FOR LICENSURE	58	87	75	74	*79
Other Degree Requirements (Humanities 3, Liv Skills 2, PE1, Amer Inst 3)			12	* 9	9
TOTAL UNITS FOR GRADUATION			87	* 83	* 88

List the course number(s) and titles(s) in which content may be found for the following required content areas:

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	N415, N425	N415 Nursing and Health Maintenance Through the Life Cycle; N425 Nursing in Complex Health Problems through the Adult Years
Personal Hygiene	N405, N415, N424; N425, N435, N305**	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance Through the Life Cycle; N424 Nursing in Complex Health Problems During the Adult Years; N425 Nursing in Complex Health Problems Through the Adult Years; N435 Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing
Human Sexuality	N405, N415, N424; N425, N435, N305**	N405 Fundamentals of Health and Nursing Care N415 Nursing and Health Maintenance Through the Life Cycle; N424 Nursing in Complex Health Problems During the Adult Years; N425 Nursing in Complex Health Problems Through the Adult Years; N435 Nursing in Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing
**Only taken by LVN Advanced Placement option students		

Client Abuse	N405, N415, N424; N425, N435, N305**	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance Through the Life Cycle; N424 Nursing in Health Problems Through the Adult Years; N425 Nursing Complex Health Problems Through the Adult Years; N435 Nursing in Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing
Cultural Diversity	N405; N415; N424; N425; N435; N305**	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance Through the Life Cycle ; N424 Nursing in Health Problems Through the Adult Years; N425 Nursing Complex Health Problems Through the Life Cycle ; N435 Nursing in Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing
Nutrition	N405, N415, N424; N425, N435, N305**	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance Through the Life Cycle ; N424 Nursing in Health Problems Through the Adult Years; N425 Nursing Complex Health Problems Through the Life Cycle; N435 Nursing in Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing
Pharmacology	N405; N415; N424; N425; N435; N305**	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance Through the Life Cycle ; N424 Nursing in Health Problems Through the Adult Years; N425 Nursing Complex Health Problems Through the Life Cycle ; N435 Nursing in Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing
Legal Aspects	N405;N415; N424; N425; N435; N305**	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance Through the Life Cycle ; N424 Nursing Health Problems Through the Adult Years; N425 Nursing Complex Health Problems Through the Life Cycle ; N435 Nursing in Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing
Social/Ethical Aspects	N405;N415; N424; N425; N435; N305**	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance Through the Life Cycle ; N424 Nursing in Health Problems Through the Adult Years; N425 Nursing Complex Health Problems Through the Life Cycle ; N435 Nursing in Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing
Management / Leadership	N405;N415;N425; N435; N305**	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance Through the Life Cycle; N424 Nursing in Health Problems Through the Adult Years; N425 Nursing Complex Health Problems Through the Life Cycle; N435 Nursing in Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing

**Only taken by LVN Advanced Placement option students


Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	N405; N415; N424; N425; N435; N305	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance Through the Life Cycle; N424 Nursing in Health Problems Through the Adult Years; N425 Nursing Complex Health Problems Through the Life Cycle; N435 Nursing in Complex and Multiple Patient Care	24 of 48 u
Obstetrical	N415	N415 Nursing and Health Maintenance Through the Life Cycle	4 of 12 u
Pediatric	N415	N415 Nursing and Health Maintenance Through the Life Cycle	4 of 12 u
Psych/Mental Health	N425	N425 Nursing in Complex Health Problems Through the Life Cycle	4 of 12 u
Geriatrics	N405; N415; N424; N425; N435; N305	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance Through the Life Cycle; N424 Nursing in Health Problems Through the Adult Years; N425 Nursing Complex Health Problems Through the Life Cycle; N435 Nursing in Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing	12 u
No changes in total & graduate units N305 (5u) as required for LVN-RN Advanced Placement only	N305	N305 Transition to Associate Degree Nursing	(5 u)
BASIC SCIENCES			
Anatomy	Bio 430	Anatomy and Physiology	5
Physiology	Bio 431	Anatomy and Physiology	5
Microbiology	Bio 440	Microbiology	4

Societal/Cultural Pattern	Soc 300 or Anthr 310	Introductory Sociology or Cultural Anthropology	3
Psychology	Psych 300	General Principles of Psychology	3
Nutrition	N405; N415; N424; N425; N435; N305	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance Through the Life Cycle; N424 Nursing in Health Problems Through the Adult Years; N425 Nursing in Complex Health Problems Through the Life Cycle; N435 Nursing in Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing	(3 of 48) integrated in nursing
Human Growth and Development	N405; N415; N424; N425; N435; N305	N405-Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance Through the Life Cycle; N424 Nursing in Health Problems Through the Adult Years; N425 Nursing in Complex Health Problems Through the Life Cycle; N435 Nursing in Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing	(3 of 48) integrated in nursing
COMMUNICATION			
Group			
Verbal	Comm 301 or Comm 331	Comm 301-Introduction to Public Speaking or Comm 331- Group Discussion	3
Written	Engwr 300	College Composition	3
* TOTAL UNITS			*79

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	N425	N425- Nursing Complex Health Problems Through the Life Cycle	4 of 12
	N435	N435-Nursing in Complex and Multiple Patient Care	10 of 12
Psych/Mental Health	N425	N425 Nursing Complex Health Problems Through the Life Cycle	4 of 12
Geriatrics	N435	N435-Nursing in Complex and Multiple Patient Care	4 of 12
Management/Leadership	N435	N435-Nursing in Complex and Multiple Patient Care	4 of 12
BASIC SCIENCES			
Physiology			5
Microbiology			4
TOTAL UNITS			29
Signature Program Director/Designee: 		Date: 10/11/11	

TOTAL CURRICULUM PLAN**GENERIC PROGRAM – EFFECTIVE 2012**Executive Officer
(916) 322-3350

Submit in duplicate

Name of Program: Sacramento City College Associate Degree Nursing (p.1)							Date Submitted: 10-11						
Type of Program: <input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree							For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____						
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.													
Check appropriate year:		Check:		Total Units	Theory		Lab		Total Hrs				
<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		<input type="checkbox"/> Semester <input type="checkbox"/> Quarter			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab			
Quarter/Semester													
	M	S	O	C	P	G							
Bio 430 (A&P)	□	□	□	□	□	□	5	3	3.3	2	6.6	54	108
Micro 440	□	□	□	□	□	□	4	3	3.3	1	3.3	54	54
Psyc 300	□	□	□	□	□	□	3	3				54	
Engl 300	□	□	□	□	□	□	3	3	3.3			54	
PE + Living skills	□	□	□	□	□	□	3			1	3		54
Total							18	12	9.9	4	12.9	216	216
Quarter/Semester												Total Hrs	
	M	S	O	C	P	G							
Bio 431 (A&P)	□	□	□	□	□	□	5	3	3.3	2	6.6	54	108
Comm 301 or 331	□	□	□	□	□	□	3	3	3.3			54	
Soc 300 or Anth 310	□	□	□	□	□	□	3	3	3.3			54	
Amer Instit	□	□	□	□	□	□	3	3	3.3			54	
Humanities	□	□	□	□	□	□	3	3	3.3			54	
Total							17	15	16.5	2	6.6	270	108
Quarter/Semester												Total Hrs	
	M	S	O	C	P	G							
N405	☒	☒	□	□	□	☒	12	6	6.6	6	20	108	324
	□	□	□	□	□	□							
	□	□	□	□	□	□							
	□	□	□	□	□	□							
	□	□	□	□	□	□							
Total							12	6	6.6	6	20	108	324

TOTAL CURRICULUM PLAN

GENERIC PROGRAM P.2 – EFFECTIVE 2012

Submit in duplicate

Name of Program: Sacramento City College Associate Degree Nursing (page 2)							Date Submitted: 10-11			
Type of Program: <input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree							For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____			
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.										
Check appropriate year:		Check:		Total Units	Theory		Lab		Total Hrs	
<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		<input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Quarter/Semester		M S O C P G								
N415		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		12	6	6.6	6	20	108	324
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
Total				12	6	6.6	6	20	108	324
Quarter/Semester		M S O C P G							Total Hrs	
N424		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		4	2	2.3	2	20 x 5.4 wk	36	108
N425		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		8	4	4.3	4	20 x 10.8 wk	72	216
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
Total				12	6	6.6	6	20	108	324
Quarter/Semester		M S O C P G							Total Hrs	
N435		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		12	6	6.6	6	20	108	324
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
Total				12	6	6.6	6	20	108	324

TOTAL CURRICULUM PLAN**ADVANCED PLACEMENT (LVN-RN CAREER MOBILITY) p.1**Executive Officer
(916) 322-3350

Submit in duplicate

Name of Program: Sacramento City College Associate Degree Nursing (p.1)								Date Submitted: 10-11					
Type of Program: <input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree CA LVN LICENSE REQUIRED (All pre-requisites and co-requisites of generic program required)								For BRN Office Use Only					
								<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____					
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.													
Check appropriate year:		Check:		Total Units	Theory		Lab		Total Hrs				
<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		<input type="checkbox"/> Semester <input type="checkbox"/> Quarter			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab			
Quarter/Semester													
	M	S	O	C	P	G							
Bio 430 (A&P)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	3	3.3	2	6.6	54	108
Micro 440	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	3	3.3	1	3.3	54	54
Psyc 300	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3				54	
Eng 300	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3.3			54	
PE + Living Skills				3						1	3		54
Total				18	12	9.9	4	12.9	216	216			
Quarter/Semester												Total Hrs	
	M	S	O	C	P	G							
Bio 431 (A&P)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	3	3.3	2	6.6	54	108
Comm 301 or 331	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3.3			54	
Soc 300 or Anth 310	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3.3			54	
Amer Instit				3	3	3						54	
Humanities				3	3	3						54	
Total				17	15	15.9	2	6.6	270	108			
Quarter/Semester												Total Hrs	
	M	S	O	C	P	G							

TOTAL CURRICULUM PLANExecutive Officer
(916) 322-3350**ADVANCED PLACEMENT –LVN-RN CAREER MOBILITY p. 2****Submit in duplicate**

Name of Program: Sacramento City College Associate Degree Nursing (page 2)								Date Submitted: 10-11			
Type of Program: <input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree (16.4 week calendar schedule) CA LVN license required								For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____			
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											
Check appropriate year:		Check:		Total Units	Theory		Lab		Total Hrs		
<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		<input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
Quarter/Semester											
Summer – 6 wk M S O C P G											
N305 (Transition to AD Nursing) <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>				5	3	9	2	18	54	108	
(Required) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>											
LVN transfer credit N405 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>				12	6	6.6	6	20	108	324	
LVN transfer credit N415 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>				12	6	6.6	6	20	108	324	
(Forwarded on admission) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>											
Total				29	15	22	14	58	270	756	
Quarter/Semester									Total Hrs		
Fall M S O C P G											
3 rd sem N424 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>				4	2	2.3	2	20 x 5.4 wk	36	108	
3 rd sem N425 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>				8	4	4.3	4	20 x 10.8 wk	72	216	
Total				12	6	6.6	6	20	108	324	
Quarter/Semester									Total Hrs		
Spring M S O C P G											
4 th sem N435 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>				12	6	6.6	6	20	108	324	
Total				12	6	6.6	6	20	108	324	

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350**30 UNIT OPTION**

Submit in duplicate

Name of Program: Sacramento City College Associate Degree Nursing	Date Submitted: 10/11/11
Type of Program: <input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree CA LVN license required	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.

Check appropriate year: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter	Total Units	Theory		Lab		Total Hrs	
			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Quarter/Semester								
	M S O C P G							
Bio 440 Microbiology		4	3	3.3	1	3.3	54	54
Physiology w/lab; equivalent to 430/431 content		5	3	3.3	2	6.6	54	108
Total		9	6	6.6	3	9.9	108	162
Quarter/Semester							Total Hrs	
	M S O C P G							
N425	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	8	4	4.3	4	20 x 10.8 wks.	72	216
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		8	4	4.3	4	20x10.8 wks.	72	216
Quarter/Semester							Total Hrs	
	M S O C P G							
N435	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	12	6	6.5	6	20	108	324
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		12	6	6.5	6	20	108	324

PROGRAM TOTAL = 29 UNITS



Sacramento City College

Working Together · Pursuing Excellence · Inspiring Achievement

September 14, 2011

Major Curriculum Change Proposal

Sacramento City College is proposing the major curriculum changes described in this proposal in an effort to accomplish the following program outcomes based on evaluative feedback from students, ongoing faculty evaluation of the program, and changes in college GE/graduation requirements. Changes will be to:

- Provide students with more accurate unit credit for the actual amount of work involved in the nursing courses.
- Continue to facilitate student success by integrating student success content from N370 in each semester of nursing theory since it has become necessary to eliminate this elective course due to recent institutional FTE cutbacks.
- Assist students in meeting the 12 units/term full time unit load for financial aid.
- By the start of Fall 2012, reduce the total number of degree/units as much as possible to meet statewide mandates (SB 1440) and move closer to the actual number of units (70) that can be transferred to a four year university for baccalaureate degree completion.
- Implement greater use of technology and interactive learning activities throughout the curriculum. Reduce required number of clinical orientations in each term through use of video flip cameras and the Desire 2 Learn course management system. Increase student engagement in the classroom with greater use of clickers, a student response system.

The proposed curriculum changes have been divided into Phase I and II because the implementation dates for the proposed changes are different for each phase. Changes in Phase I (increase total nursing units from 43 to 48 units) will be implemented in Spring 2012 after SCC institutional curriculum committee approval is given for this set of changes within the next few weeks. Phase II changes (decrease the total degree/graduation units by 9 units) will not be implemented until Fall 2012 after final approval by the SCC campus curriculum committee and meeting required college/catalog notification timelines. All Phase II changes are expected to be finalized by late December 2011 or early Spring 2012.

Phase I: To be implemented Spring 2012:

- Include content from the eliminated N370 course in all four nursing semesters, allowing more nursing theory time for content clarification, case studies analyses/concept mapping and other critical thinking related learning activities.
- Increase the total course units for each term in nursing to 12 units; to include a total of 108 hours of nursing theory and a total of 324 hours of clinical time. See Phase I Major Curriculum Change matrix describing old and new unit and hour distributions for each nursing course and term.
- Increase the total units, see Phase I Major Curriculum Change matrix, from 43 to 48 units (24 nursing theory units and 24 clinical units).

- Move a portion of the old second semester N415 medical surgical content to third semester courses N424 (new course) and N425 as described in the proposal attachments.
- Move all existing third semester N425 Pediatric content to second semester N415 to be taught in conjunction the existing N415 OB content as a Maternal Child course component along with the remaining N415 medical surgical content.
- Revise the program philosophy, course objectives, and terminal program outcomes to reflect inclusion of the QSEN competencies, definitive inclusion of human development, nutrition, and multicultural/cultural diversity content per the proposal attachments.
- Update CRL/TCP forms reflecting the proposed Phase I changes and needed form corrections. Temporarily (Spring 2012 only), total CRL will increase from 75 to 80 units and total degree requirements will increase from 87 units to 92 units. Once Phase II changes are implemented in Fall 2012. Total units will decrease from 92 to 83 units. See Phase II for further detail.
- Decrease the total clinical hours from 25 to 24 by removing 0.5 units from N405 and 0.5 units from N445.

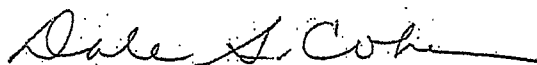
Note: These changes will not affect existing clinical placement arrangements.

Phase II Changes to be Implemented Fall 2012:

Phase II Changes will be implemented following the college's curriculum committee final approval and required notification/catalog timelines. Changes are as follows:

- Delete the current requirements for nursing students to complete (9 units) by taking the stand alone human development (3 units), nutrition (3 units), and multicultural studies (3 units) courses. Please refer to the proposal documents for the specific content/objectives being used to show existing nursing program courses include sufficient content integration in these three areas. To date these proposed changes are moving through the approval process smoothly without opposition, but final approval will not be obtained or official until late December/early Spring 2012.
- Update the BRN TCRL/TCP forms to reflect Phase II changes (in Spring 2012) prior to Fall 2012 implementation. It is anticipated the CRL nursing units will remain at 48 units, communication at 6 units. CRL sciences (nutrition/human development courses) will decrease from 26 to 20 units, total CRL units from 80 to 74 units, and other degree units will decrease from 12 to 9 units by the elimination of the multicultural/ethnic studies stand alone course requirement. Total units required for the degree/graduation will decrease from 92 to 83 units.
- Require students admitted from Fall 2012 forward complete all pre-requisite and other degree/graduation requirements prior to entering the nursing program.

Respectfully submitted,



Dale S. Cohen MSN, RN

SACRAMENTO CITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM

PHASE I - MAJOR CURRICULUM CHANGE

OLD COURSE NUMBER	TITLE	NUMBER OF THEORY UNITS	HR/WK	NUMBER OF CLINICAL UNITS	HR/WK	TOTAL COURSE UNITS	TOTAL HR LEC	TOTAL HR LAB
N405	Fundamentals of Health and Nursing Care	4	4	6.5	19.5	10.5	72	351
N 415	Nursing and Health Maintenance Through Adult Years	5	5	6	18	11	90	324
N425	Nursing Complex Health Problems Throughout the Life Cycle	5	5	6	18	11	90	324
N435	Complex and Multiple Patient Care	4	4	6	18	10	72	324
N445	Clinical Seminar		0	0.5	1.5	0.5		27
TOTAL CURRICULUM CHANGES SEPT 2011						TOTAL PROGRAM UNITS = 43		
NEW COURSE NUMBER	TITLE	NUMBER OF THEORY UNITS	HR/WK	NUMBER OF CLINICAL UNITS	HR/WK	TOTAL COURSE UNITS	TOTAL HR LEC	TOTAL HR LAB
N405	Fundamentals of Health and Nursing Care	6	6.5	6	20 X 16.2 wk	12	108	324
N415	Nursing and Health Maintenance Across the Life Cycle	6	6.5	6	20 X 16.2 wk	12	108	324
N424	Nursing in Health Problems through the Adult Years	2	7.2 x 5	2	20 X 5.4 wk	4	36	108
N425	Nursing in Health Problems through the Adult Years	4	6.5 X 11 wk	4	19.6 X 11 wk	8	72	216
N435	Complex and Multiple Patient Care	6	6.5	6	20 X 16.2 wk	12	108	324
						TOTAL PROGRAM UNITS = 48 **		

**Note: For LVN Advanced Placement option total nursing units also include N305 (5units); total nursing units=53 U. See CRL/TCP for details

OLD COURSE NUMBER	TITLE	CONTENT
N405	Fundamentals of Health and Nursing Care	Focus in first semester (N405) is caring for patients' basic human needs, and utilizing nursing measures that support adaptive mechanisms for attaining and maintaining wellness. Clinical experiences are with culturally diverse adults and older adults in acute medical-surgical settings.
N 415	Nursing and Health Maintenance Through Adult Years	Focus in second semester (N415) is aiding medical/surgical and maternity patients with physiological stressors commonly encountered in the adult years. An emphasis is placed on the promotion of health and the prevention of complications by supporting adaptive mechanisms. Clinical experiences are with culturally diverse adult patients in acute medical/surgical and maternity settings.
N425	Nursing Complex Health Problems Throughout the Life Cycle	Focus in third semester (425) is assisting medical/surgical, pediatric and psychiatric patients/families adapt to bio-psychosocial stressors and promoting wellness through restorative/rehabilitative measures. Clinical experiences are with patients of all ages, cultures and practice settings, including acute and outpatient care.
N435	Complex and Multiple Patient Care	Focus in fourth semester (435) is managing patient care of culturally diverse adults with complex health problems. There is an emphasis on theory and practice related to multiple patient assignments. Clinical experiences are in acute medical-surgical, home health, and extended care areas .
N445	Clinical Seminar	Focus in fourth semester (445) provides supplemental clinical information related to current nursing practice and health care issues.
NEW COURSE NUMBER	TITLE	<p>CONTENT CHANGES: To prepare nurses with knowledge, skills & attitudes necessary to continuously deliver quality & safe patient care in accordance with Quality and Safety Education for Nurses (QSEN). The QSEN Competencies are introduced in first semester and continue in each semester of the program. The QSEN Competencies include:</p> <ol style="list-style-type: none"> 1. Patient-centered care → recognize the patient or designees the source of control & full partner in providing compassionate and coordinated care based on respect for patient's preferences, values & needs 2. Teamwork and Collaboration → functions effectively within nursing and inter-professional teams, fostering open communication, mutual respect, & shared decision-making to achieve quality patient care 3. Evidence-Based Practice → integrate best current evidence with clinical experience & patient/family preferences & values for delivery of optimal health care 4. Quality Improvement → use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems 5. Safety → minimizes the risk of harm to patients and providers through both system effectiveness and individual performance 6. Informatics → use information and technology to communicate, manage knowledge, mitigate error, and support decision-making

N405	Fundamentals of Health and Nursing Care	Introduction to professional nursing, its evolution, present trends/issues, legal aspects and concepts underlying current practice. Basic principles of delegation, management, teamwork and collaboration are introduced and integrated. Direct patient care to patients with common medical surgical problems, with a focus on basic human needs. Introduction to critical thinking and clinical decision-making, while using evidenced based practice to support patients' adaptive mechanisms for attaining and maintaining wellness during early, middle and late adulthood. The sub concepts integrated throughout the course are personal hygiene, safety, nutrition, communication, human development, cultural diversity, legal/ethical aspects, pharmacology and pathophysiology. Emphasis is given to the promotion of health and risk reduction in the elderly and persons with varying degrees of immobility, in the classroom, clinical and simulation lab.
N415	Nursing and Health Maintenance Across the Life Cycle	Continue conceptual framework of the curriculum, (Basic Human Needs, Life Cycle Development, Health Illness Continuum, Significant Health Problems and Stress Adaptation). The second semester provides theory and clinical experiences for medical surgical, pediatric, and perinatal patients in need of preventative, restorative or rehabilitative nursing care, in acute, home, or community settings. Content focuses on application of patient centered care and health promotion principles to prevent illness and achieve optimum wellness. There is emphasis on the utilization of the nursing process, critical thinking, evidenced based practice, safety, human development, sexuality, nutrition, communication, cultural diversity, self-advocacy, legal/ethical aspects, quality improvement, teamwork and collaboration, pharmacology and pathophysiology. Learning experiences provide opportunities to acquire new clinical skills, develop clinical judgment, use reflective practice, and apply previously learned concepts and principles in a variety of settings including the classroom, clinical, and simulation lab.
N424	Nursing in Health Problems through the Adult Years	This course emphasizes theory and clinical experiences related to helping medical surgical adult and older adult patients adapt to chronic pathophysiological stressors in preventative, restorative or rehabilitative settings. Content focuses on using clinical reasoning, the nursing process and evidence based practice in delivery of patient centered care. The concepts of safety, human development, sexuality, nutrition, communication, sexuality, cultural/spiritual diversity, self-advocacy, legal/ethical aspects, pharmacology and pathophysiology are integrated in the course. Emphasis is given to clinical decision making, critical thinking, quality improvement, teamwork and collaboration for the medical surgical adult patient. Learning experiences provide opportunities to acquire new clinical skills and apply previously learned principles and concepts in a variety of clinical settings including the simulation lab.
N425	Nursing in Health Problems through the Adult Years	This course emphasizes theory and clinical experiences related to helping patients/families adapt to complex pathophysiological and psychopathological stressors. Third semester focuses on the care of the medical/surgical and psychiatric nursing patient to meet their needs for risk reduction and optimal wellness in preventative, restorative or rehabilitative settings. The sub-concepts integrated throughout the course include safety, human development, sexuality, nutrition, sexuality, cultural/spiritual diversity, pathophysiology, pharmacology, and legal/ethical principles. Course emphasis is on mental health and psychopathology, acute advanced medical surgical content, end-of-life care, and evaluation of patient centered

		outcomes. Learning experiences in the classroom, simulation lab, and clinical setting provide students the opportunity to utilize critical thinking, evidence based practice, technology, teamwork, collaboration, clinical decision-making, and interdisciplinary communication principles in the delivery of quality nursing care.
N435	Complex and Multiple Patient Care	The final semester course presents theory and evidenced based practice related to multiple patient assignments for patients with complex health problems in the acute medical surgical setting and simulation lab. The learning experiences, including clinical preceptorships, provide the student with opportunities to continue developing skills, emphasizing priority setting, time management, clinical decision making, critical thinking, leadership, management, teamwork and collaboration, ethical/legal personal accountability. There is continued integration of the curriculum framework and sub-concepts throughout the course, safety, human development, self-care and advocacy, communication, nutrition, sexuality, pathophysiology, pharmacology and cultural/spiritual diversity. There is emphasis on entry level nursing practice, role development, and professionalism, use of informatics, quality improvement, current health care policy and finance.

Summary Content Comparisons Existing/Current Content

Proposed Course Content

(Please refer to the appropriate attachments for comparison of course unit/hours changes)

N370 (elective 5 unit student success course taken by students for FT financial aid)		Course eliminated; content integrated into all nursing theory courses.
First term N405	Includes fundamentals of health and nursing content	Integrate select N370 content; otherwise existing N405 content is unchanged.
Second term N415	<p>Intravenous therapy, fluid balance/volume status, hyper-/ hypo-/isotonic solutions, fluid/electrolytes, nutritional/fluid balance needs</p> <p>Respiratory disorders, COPD, TB, pneumonia, asthma</p> <p>Diabetes, Type I/II</p> <p>Antibiotic therapy, sepsis, leukemia, lymphoma</p> <p>Reproductive systems: alterations, sexually transmitted diseases</p> <p>Oncology</p> <p>Cardiovascular, common blood disorders, CHF, inflammatory heart disease, cardiomyopathy</p> <p>Peripheral vascular disease, deep vein thrombosis, heparin, Coumadin, venous ulcers, arterial insufficiency</p> <p>Neurological disorders, stroke; providing nutrition for the dysphasic patient</p> <p>Gastrointestinal, gastroesophageal reflex disease, hernias, peptic ulcer, bowel obstruction, appendicitis, Crohn's disease, ulcerative colitis, peritonitis, diverticulitis/diverticulosis, GI bleeding, nasogastric tube insertion, enteral nutrition, ostomy care,</p>	<p>Intravenous therapy, fluid balance/fluid volume status, hyper-/ hypo-/isotonic solutions, fluid/electrolytes, nutritional and fluid balance needs</p> <p>Respiratory disorders, COPD, TB, pneumonia, asthma</p> <p>Diabetes-Type I/II</p> <p>Antibiotic therapy, sepsis, leukemia, lymphoma</p> <p>Neurological disorders, stroke; providing nutrition for the dysphasic patient</p> <p>Reproductive system: alterations, sexually transmitted diseases</p> <p>Cardiovascular, common blood disorders, CHF</p>

	<p>inflammatory bowel disease</p> <p>Renal disorders, cystitis, pyelonephritis, glomerulonephritis, BPH</p> <p>Also includes all OB content</p>	<p>The new N415 will include pediatric content moved from third to second term and be taught with the obstetrical content as a Maternal Child focus.</p>
Third term (formerly N425 only)	Included medical surgical, pediatrics, and psych content	<p>Third semester will now include two nursing courses and both medical surgical and psych content as listed below, N424 and N425 to total 12 units. N424 will be (4 units) and include the medical surgical content moved from second term N 415. N424 M/S content will be taken concurrently with the new N425 content (8 units) and required for students enrolled in the generic and LVN Advanced Placement options but not the 30 unit option.</p> <p>N424 Content includes:</p> <p>Peripheral vascular disease, deep vein thrombosis, heparin, Coumadin, venous ulcers, arterial insufficiency</p> <p>Gastrointestinal, GERD, hernias, bowel obstruction, Crohn's disease, ulcerative colitis, diverticulitis/diverticulosis, peritonitis, GI bleeding, nasogastric tube insertion, enteral nutrition, ostomy care, inflammatory bowel</p>

		<p>disease</p> <p>Renal disorders, cystitis, pyelonephritis, glomerulonephritis, BPH</p> <p>Oncology, radiation, chemotherapy, surgery, disease process, risks, complications, emotional support</p>
	<p>N425 M/S Content:</p> <p>Herbal alternatives, Gastrointestinal, hepatitis, hepatocellular cancer, cholecystitis, cholecystectomy, pancreatitis, pancreatic cancer, cirrhosis Immune system, HIV, AIDS, multiple myeloma, fractures, hypercalcemia, systemic lupus erythematosus, anaphylaxis Respiratory: pleural effusion, pneumothorax, pulmonary embolism, pneumectomy, lobectomy, laryngeal/lung cancer, chest tubes, tracheostomy, Cardiac electrocardiography, angina, acute coronary syndrome, cardiac valve disease Vascular disease, aneurysms, dissections, complications/repair, ischemia Endocrine disease, diabetes insipidus, SIADH, Cushing's syndrome, adrenal insufficiency, pheochromocytoma, hyperthyroidism, hypothyroidism, hyperparathyroidism,</p>	<p>N425 M/S Content: (taken by the generic, LVN Advanced Placement and LVN 30 unit option)</p> <p>Herbal alternatives, Gastrointestinal, hepatitis, hepatocellular cancer, cholecystitis, cholecystectomy, pancreatitis, pancreatic cancer, cirrhosis Immune system, HIV, AIDS, multiple myeloma, fractures, hypercalcemia, systemic lupus erythematosus, anaphylaxis Respiratory: pleural effusion, pneumothorax, pulmonary embolism, pneumectomy, lobectomy, laryngeal/lung cancer, chest tubes, tracheostomy, Cardiac electrocardiography, angina, acute coronary syndrome, cardiac valve disease, cardiomyopathy, inflammatory heart disease Vascular disease, aneurysms, dissections, complications/repair, ischemia</p>

	parathyroidectomy, hypoparathyroidism End of life , hospice versus palliative care for the terminally ill patient, dying, postmortem care	Endocrine disease , diabetes insipidus, SIADH, Cushing's syndrome, adrenal insufficiency, pheochromocytoma, hyperthyroidism, hypothyroidism, hyperparathyroidism, parathyroidectomy, hypoparathyroidism End of life , hospice versus palliative care for terminally ill patient, dying, postmortem care Psychiatric nursing content unchanged and includes 72 lecture hours, 216 clinical hours.
Fourth nursing term (formerly N435 and N445)	Included N435 and N445 seminar course	N445 content integrated into N435 and N445 eliminated.
Other:		
N305 for the LVN Advanced Placement option	This 5 unit course facilitates smooth transition into third semester of the RN program.	Unchanged in terms of content and units

NUTRITION CONTENT IN EACH SEMESTER OF THE SCC ADN PROGRAM

First semester (N405): NUTRITION AND FLUIDS

Nutrients, nutritional requirements, food sources, health
Nutrient, caloric, food requirements in the adult/older adult
Commonly prescribed therapeutic diets
Religious dietary and cultural restrictions
Measuring intake and output
Safety in assisting patients with oral feedings
Intravenous fluids, assessment, maintenance, complications
Enteral feedings indications, types, related precautions
Enteral access tubes and related nursing management
Introduction to fluid and electrolyte imbalance
Processes to maintain acid-base balance

Second semester (N415): NUTRITION AND FLUIDS

Fluids, electrolytes, nutrition across the life cycle
Pediatric nutritional assessment, complications, age-appropriate diet guidelines
Marasmus, Kwashiorkor malnutrition, Failure to Thrive
Adult and pediatric concepts of intravenous therapy including fluid volume status, hypertonic, hypotonic, and isotonic solutions
Nutrient food sources required for optimum maternal weight gain during pregnancy
Recommended nutritional requirements for kcal, protein, vitamins, and minerals for the perinatal and neonatal patient
Supplements for the perinatal patient
Breast-feeding, formula feeding and formula preparation
Nutritional needs of prenatal cardiac and gestational diabetic patients
Developing meals plans for the diabetic patient across the lifespan among Hispanic, Latino, African American and Eastern European patients
Enteral feedings and introduction to total parental nutrition

Third semester (N424): NUTRITION AND FLUIDS

Insertion, management, removal of enteral and nasogastric tubes
Evaluating side effects of tube feedings and interventions for complication
Nutrition tube feeding components related to patient's individualized needs
Therapeutic diets for oncological, gastrointestinal, renal, degenerative neurological and alterations

Third semester (N425): NUTRITION AND FLUIDS

Fluids and nutrition in the patient with an acute episode of mental illness
Maintaining nutritional requirements in the patient with severe mental illness
Eating disorders, treatment modalities, interventions
Total parenteral nutrition, nursing management, complications, fluid and electrolyte changes
Therapeutic diets of patients with complex medical surgical disorders (gastrointestinal, hepatic, pancreatic, cardiac and neurological disorders)

Monitoring for complications related to changes in fluid status in the complex medical surgical patient

Fourth semester (N435): NUTRITION AND FLUIDS

Nutritional maintenance for patients with trauma, emergencies or disaster

Fluid and electrolyte/acid-base disorders in complex, critical patients

Nutritional guidelines for patients with acute and chronic renal failure

Therapeutic dietary guidelines in heart disease

Knowledge of pathophysiology and mathematics to parenteral nutrition interventions

Parenteral nutrition and evaluation of patient response

Advanced concepts in intravenous therapy and venipuncture

LIFE CYCLE CONTENT IN EACH SEMESTER OF THE SCC ADN PROGRAM

First semester (N405): LIFE CYCLE DEVELOPMENT - THE OLDER ADULT

Definition and scope of gerontological nursing
Demographic patterns associated with older adults
Ageism, myths and stereotypes about the older adult
Introduction to the biological and psychosocial theories of aging and developmental tasks
Aging perspectives among Asian, Hispanic, Middle Eastern, African American and Eastern European patients
Physical and functional assessment of older adults
Major health problems and patterns of illness
Introduction to cognitive impairment in the older adult
Precautions for hospitalized older adults
Collaborative care of the older adult with the CNA/UAP
Economic challenges, retirement, housing, health insurance, long term care, risk for elder abuse and neglect

Second semester (N415): LIFE CYCLE DEVELOPMENT

Fetal development
Newborn's biologic and behavioral characteristics
Physiological prenatal changes
Phases of maternal adjustment
Developmental considerations and special needs of the adolescent perinatal patient
Complications of pregnancy and delivery
Coping with life transitions (e.g., attachment to newborn, parenting, puberty)
Using age appropriate explanations of procedures and treatments
Pediatric physical and psychosocial development and milestones
Developmental theories in child development
The child with a chronic illness

Third semester (N424): LIFE CYCLE DEVELOPMENT

Physical, cognitive, psychosocial issues for young and middle adulthood
Psychological support interventions for adult cancer patients, survivors and caregivers

Third semester (N424): LIFE CYCLE DEVELOPMENT

Personality development, major theorists and models of mental health care
Child and adolescent mental health and mental disorders
Abnormal response to aging process (e.g. depression)
Cognitive disorders and psychosocial needs of the older adult
Personality disorders and developmental issues
Substance abuse across the life cycle
Severe mental illness and developmental tasks
Psychological stages of death and dying, family grief process
Physiological changes in the actively dying patient

Fourth semester (N435): LIFE CYCLE DEVELOPMENT

Coping with life transitions, developmental needs and critical illness
Modification of approaches to patient care in accordance with physical, cognitive and psychosocial stages of development in the adult and the older adult

CULTURAL CONTENT IN EACH SEMESTER OF THE SCC ADN PROGRAM

First semester (N405): CULTURAL/SPIRITUAL DIVERSITY

Fundamental analysis of values, acculturation, assimilation, stereotyping, spirituality, ethnicity, ethnocentrism, racism
Incorporating cultural and spiritual information into the plan of care
Health practices, beliefs and diet preferences among Asian, Hispanic, Middle Eastern, African American and Eastern European patients
Attitudes, feelings, values and expectations about loss and death
Introduction to cultural and spiritual diversity in grieving, death and end of life care
Incorporating cultural and spiritual information into the plan of care for each patient assigned weekly in the clinical area

Second semester (N415): CULTURAL/SPIRITUAL DIVERSITY

Concepts of ethnicity, ethnocentrism and racism that shape the healthcare experience
Providing culturally focused assessment and care for the patient across the life cycle
Cultural variations in response to pregnancy, labor, breast-feeding, health care decision making
Postpartum cultural/spiritual practices for the neonate and mother among Hispanic, Latino, African American and Eastern European patients
Cultural traditions and differences that impact parenting practices
Risk factors for disease related to culture
Incorporating cultural and spiritual information into the plan of care for each patient assigned weekly in the clinical area

Third semester (N424): CULTURAL/SPIRITUAL DIVERSITY

Cultural implications that may impact understanding/acceptance of an oncological diagnosis for the Hispanic, Latino, African American, Eastern European patient
Incorporation of cultural practices and beliefs when providing care
Interventions that meet patient emotional and spiritual needs
Incorporating cultural and spiritual information into the plan of care for each patient assigned weekly in the clinical area

Third semester (N425): CULTURAL/SPIRITUAL DIVERSITY

Emotional needs of the patient related to cultural/religious/spiritual beliefs
Assessment of the psychosocial and spiritual factors affecting care
Assessment, planning, and evaluation of interventions to meet the patient's emotional and spiritual needs
End of life care for the Hispanic, Latino, African American and Eastern European patient
Cultural/ spiritual aspects of receiving a devastating medical diagnosis or diagnosis of a major psychiatric illness
Incorporating cultural and spiritual information into the plan of care for each patient assigned weekly in the clinical area

Fourth semester (N435): CULTURAL/SPIRITUAL DIVERSITY

Providing culturally competent care for the Hispanic, Latino, African American and Eastern European patient with an organ transplant

Meeting the spiritual needs of the complex, critical patient and their family

Recognition of cultural issues that may impact patient understanding/acceptance of complex, critical medical diagnosis

Incorporation of cultural practices and beliefs in planning and providing nursing care

Appropriate use of interpreters

Evaluation and documentation of cultural needs and practices

Incorporating cultural and spiritual information into the plan of care for each patient assigned weekly in the clinical area

SACRAMENTO CITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM

A. STATEMENTS OF PHILOSOPHY AND GOALS

1. PHILOSOPHY AND PURPOSE OF SACRAMENTO CITY COLLEGE

SCC endorses an open access policy. The college is open to all who wish to apply regardless of previous educational background. The purpose of SCC is to provide opportunities for basic skills development, career advancement, social development, critical thinking, and personal enrichment. The college is committed to continuous improvement and promotion of student learning through outcome-guided assessment, planning and evaluation. The college prides itself in the cultural diversity of the campus and community it serves.

2. PHILOSOPHY AND PURPOSE OF THE ASSOCIATE DEGREE NURSING PROGRAM

The purpose of the Associate Degree Nursing Program at SCC is to prepare a graduate who is eligible for licensure, utilizes the nursing process effectively within health care agencies, and is able to provide competent patient care as an entry-level professional registered nurse. The purpose is also to graduate nurses who function within legal and ethical boundaries, and who are responsible for continuing education activities that will aid in maintaining competency in practice.

3. PHILOSOPHY OF HUMANITY

Every person, regardless of race, creed, sex or age, is worthy of being treated with respect. All people share common human attributes and have basic human needs. People change continuously and adapt to stressors throughout their lives. Individuals respond to each stressor based on current perceptions and past experiences, striving to attain optimal wellness and to maximize their potential in life.

4. PHILOSOPHY OF NURSING

Nursing is both an art and a science, founded on a professional body of knowledge that integrates concepts from the liberal arts, and the biological, physical, psychological and social sciences. Nursing is based on an understanding of the human condition across the life span, cultural and spiritual aspects and the relationships of an individual with others and within the environment. Nursing is a dynamic, continually evolving discipline that utilizes critical thinking to integrate increasingly complex knowledge, skills, technologies and patient care activities into evidence-based nursing practice. The goal of nursing care in any setting is preventing illness, alleviating suffering, protecting, promoting comfort and restoring health, and promoting the dignity of the individual in end of life issues. Nursing care requires the ability to recognize and differentiate levels of wellness and illness and use appropriate independent judgments in the practice of nursing.

The nurse provides a comprehensive assessment of the health status of the

patient and/or family, and then develops and implements a holistic approach to a plan of care. The nurse assists in promoting health, in coping with health problems, in adapting to and/or recovering from the effects of disease or injury, and in supporting the right to a dignified death. The nurse is accountable for abiding by the legal and ethical boundaries of registered nursing practice.

5. PHILOSOPHY OF NURSING EDUCATION

Education is an ongoing process of gaining knowledge and skills. Nursing education provides the basic competencies necessary to become eligible for licensure and function as registered nurse. The student gains an appreciation for the necessity of ongoing education in order to provide safe, effective care. This education is provided within a comprehensive and relevant nursing curriculum, which supports career mobility for both returning and entering students.

6. PHILOSOPHY OF LEARNING

The adult learners who come to the SCC nursing program have different learning needs and styles. Many have life experiences that influence their approach to learning. Most of our students have families and maintain employment. Some of our students come to the nursing program for a second career. Our philosophy of learning is sensitive to our unique, culturally diverse, adult students who ultimately must be responsible for their own learning.

The learning process is strengthened when the relationship between concepts is apparent and the learner has the opportunity to apply theoretical principles in clinical situations. Adult learners tend to be self-directed and wish to apply knowledge immediately. They are highly motivated when information is perceived as relevant and useful. Student achievements are influenced by their self-perception and the environment in which they are taught. Learning is fostered in an atmosphere of mutual trust and respect. Success fosters success. Repetition, practice, experiential activities and recognition of achievement promotes learning and retention.

The learning process is further enhanced through faculty-student interaction in the classroom. This modality of dynamic interaction requires student reading and content preparation prior to theory classes, which utilize a variety of learning activities. Limited student-teacher ratios facilitate optimum learning in the clinical area and are essential for safe practice. In addition, the clinical skills lab and simulation lab provide opportunities to learn and practice skills, decision making, and leadership in a safe environment.

Support services are available to maximize student success. These services include faculty advising, learning resource center referrals, lab skills practice, computer assisted instruction, and tutorial services. Faculty implements the recommendations from the Disability Resource Center regarding learning differences of students.

B. PROGRAM TERMINAL OBJECTIVES

The following student learning outcomes are based on the ANA Standards of Nursing Practice (2004), ANA Standards of Professional Performance (2004), the California Nursing Practice Act (2011), and BRN Standards of Competent Performance (2011).

Following completion of the nursing program students will be able to:

1. Synthesize the nursing process with clinical reasoning skills, in direct and indirect nursing care to meet the patient's basic human needs. (Nursing process, critical thinking)
2. Implement individualized nursing interventions to assist patients of all ages in need of preventative, restorative or rehabilitative patient centered care. (Individualized care for all ages)
3. Incorporate evidence-based practice, patient care standards, informatics, and critical thinking to enhance safety, quality improvement and effectiveness of nursing care. (Safety, evidence-based practice, quality improvement, technology)
4. Implement therapeutic, respectful, and caring communication with patients and families, while promoting collegiality with peers and colleagues. (Communication)
5. Formulate accurate and timely documentation and reporting of patient assessments, interventions, progress, and outcomes of care in the written and electronic medical record. (Documentation, technology, collaboration)
6. Implement patient centered teaching plan and assist patients and their families in developing self-advocacy skills that are necessary to maintain optimum level of wellness. (Advocacy, teaching)
7. Manage the nursing care for a group of patients, utilizing leadership skills, collaboration, teamwork, resource utilization, and supervision of team members consistent with their scope of practice. (Management)
8. Prioritize patient care needs, using critical thinking and time management skills, to organize and provide safe nursing care in a responsible and accountable manner. (Prioritize, safety, time management)
9. Integrate ethical principles, legal boundaries, and cultural/spiritual sensitivity in all areas of nursing practice. (Ethical, legal, cultural)
10. Assess personal learning needs through reflective thinking and use resources to engage in continuous improvement in skills and knowledge. (Self assessment, learning needs)

C. CONCEPTUAL FRAMEWORK AND CURRICULUM OVERVIEW

CHANGE: QSEN Competencies (Quality and Safety Education for Nurses) have been added to our curriculum to prepare nurses with knowledge; skills & attitudes necessary to continuously deliver quality & safe patient care. They are introduced in first semester and continue in each semester of the program. The QSEN Competencies include:

1. Patient-centered care → recognize the patient or designees the source of control & full partner in providing compassionate and coordinated care based on respect for patient's preferences, values & needs
2. Teamwork and Collaboration → functions effectively within nursing and inter-professional teams, fostering open communication, mutual respect, & shared decision-making to achieve quality patient care
3. Evidenced-Based Practice → integrate best current evidence with clinical experience & patient/family preferences & values for delivery of optimal health care
4. Quality Improvement → use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems
5. Safety → minimizes the risk of harm to patients and providers through both system effectiveness and individual performance
6. Informatics → use information and technology to communicate, manage knowledge, mitigate error, and support decision-making

The unifying theme of the curriculum framework consists of five major interrelated concepts concerning the student's use of critical thinking skills with the nursing process to provide safe nursing care for the patient. These concepts are basic human needs, life-cycle development, health/illness continuum, stress adaptation, and significant health problems. The first four of the above concepts provide the theoretical orientation and framework around which the course content is organized and learning experiences are planned throughout the curriculum. Significant health problems are used to implement concepts, the registered nurse's professional role, and required core competencies for safe, quality practice.

The first major concept of basic human needs focuses on providing a safe and effective care environment for the patient. Clinical and theory instruction emphasizes providing safe nursing care that is patient-centered, evidence based, and quality driven. Sub-concepts covered within basic human needs include personal hygiene, nutrition, human sexuality, and pain management. Instruction on life cycle development, the second concept, centers on cultural and spiritual diversity, developmental tasks, and interpersonal relationships. The third concept of health/illness continuum focuses attention on health promotion and maintenance, reduction of risk potential, and physiological adaptation. The fourth concept of stress adaptation concerns maintenance of physiological and psychosocial integrity across the life span, knowledge of community health resources, health perception, maintenance and restoration. Major health problems are the vehicle for emphasizing pathophysiology, pharmacology, legal-ethical aspects, teamwork, collaboration, and communication while incorporating simulation, new technology and informatics in clinical practice and education.

The theoretical framework provides the context in which the nursing process is

introduced and then practiced in an increasingly more complex patient environment requiring additional nursing responsibilities. The nursing process consists of assessment, analysis, planning, intervention, and evaluation of health problems. Instruction emphasizes the development of sound clinical practice and judgment essential in today's healthcare environment. Teaching modalities used throughout the program include lecture, group discussion, case studies, computerized instruction, skills lab practice, simulation experiences, and clinical practice in healthcare facilities. All four semesters utilize an online course management system. Students access the online course management site through the SCC website. Each semester has a small percentage of online theory content.

The focus in first semester is the fundamentals of health care, providing for patients' basic human needs, and utilizing nursing measures that support adaptive mechanisms for attaining and maintaining wellness. Clinical experiences are with culturally diverse adults and older adults with common health problems in various medical-surgical settings. Students are responsible for concepts and skills learned in each previous semester of the program.

The focus in second semester is maternal-child health and medical/surgical nursing for patients with physiological stressors commonly encountered through the adult years. An emphasis is placed on the reduction of risk, the promotion of health, and the prevention of complications, by supporting adaptive mechanisms to restore homeostasis. Clinical experiences are with culturally diverse patients in perinatal, pediatrics and medical/surgical settings.

The third semester focuses on assisting complex medical/surgical and psychiatric patients/families adapt to bio-psychosocial stressors and promoting wellness through risk reduction and restorative/rehabilitative measures. Clinical experiences are with patients of all ages and cultures in a variety of practice settings.

The focus in fourth semester is managing patient care of culturally diverse adults with multiple health problems. There is an emphasis on both theory and practice related to complex multiple patient assignments and case studies related to current nursing practice and health care issues. Clinical experiences are in acute medical- surgical settings and include clinical preceptorships in the later part of the semester.

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

Submit in DUPLICATE.

(916)322-3350

Program Name: Sacramento City College Associate Degree in Nursing Program		Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate		
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor		
Date of Implementation: Spring 2012		
Academic System: <input checked="" type="checkbox"/> Semester <u>16.4</u> weeks/semester (18 SEMESTER WK OF INSTRUCTION COMPRESSED INTO 16.4 WK) <input type="checkbox"/> Quarter _____ weeks/quarter N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance through the Life Cycle; N424 Nursing in Complex Health Problems During the Adult Years; N425 Nursing in Complex Health Problems through the Life Cycle; N435 Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing		

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	43	GENERIC *48	LVN ADV PL **53 (incl. N 305)
Theory	(18)	(27)	(18)	* 24	** 12 LVN credit +15=27
Clinical	(18)	(27)	(25)	* 24	** 12 LVN credit +14=26
Communication Units	6	9	6	6	6
Science Units	16	24	26	26	26
TOTAL UNITS FOR LICENSURE	58	87	75	* 80	**85
Other Degree Requirements (Multic 3, Huma3, Liv Skills 2, PE1, Amer Inst 3)			12	12	12
TOTAL UNITS FOR GRADUATION			87	*92	**97

List the course number(s) and titles(s) in which content may be found for the following required content areas:

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	N415, N425	N415 Nursing and Health Maintenance Through the Life Cycle; N425 Nursing in Complex Health Problems through the Adult Years
Personal Hygiene	N405, N415, N424; N425, N435, N305**	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance Through the Life Cycle; N424 Nursing in Complex Health Problems During the Adult Years; N425 Nursing in Complex Health Problems Through the Adult Years; N435 Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing
Human Sexuality	N405, N415, N424; N425, N435, N305**	N405 Fundamentals of Health and Nursing Care N415 Nursing and Health Maintenance Through the Life Cycle; N424 Nursing in Complex Health Problems During the Adult Years; N425 Nursing in Complex Health Problems Through the Adult Years; N435 Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing
**Only taken by LVN Advanced Placement option students		

Client Abuse	N405, N415, N424; N425, N435, N305**	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance Through the Life Cycle; N424 Nursing in Complex Health Problems During the Adult Years; N425 Nursing in Complex Health Problems Through the Adult Years; N435 Complex and Multiple Care Nursing; N305 Transition to Associate Degree Nursing
Cultural Diversity	N405; N415; N424; N425; N435; N305**	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance During the Adult Years; ; N424 Nursing in Complex Health Problems During the Adult Years; N425 Nursing in Complex Health Problems During the Adult Years ; N435 Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing
Nutrition	N405, N415, N424; N425, N435, N305**	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance During the Adult Years; ; N424 Nursing in Complex Health Problems During the Adult Years; N425 Nursing in Complex Health Problems During the Adult Years ; N435 Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing
Pharmacology	N405; N415; N424; N425; N435; N305**	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance During the Adult Years; ; N424 Nursing in Complex Health Problems During the Adult Years; N425 Nursing in Complex Health Problems During the Adult Years ; N435 Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing
Legal Aspects	N405;N415; N424; N425; N435; N305**	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance During the Adult Years; ; N424 Nursing in Complex Health Problems During the Adult Years; N425 Nursing in Complex Health Problems During the Adult Years ; N435 Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing
Social/Ethical Aspects	N405;N415; N424; N425; N435; N305**	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance During the Adult Years; ; N424 Nursing in Complex Health Problems During the Adult Years; N425 Nursing in Complex Health Problems During the Adult Years ; N435 Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing
Management / Leadership	N405;N415;N425; N435; N305**	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance Across the Life Cycle; N424 Nursing in Complex Health Problems During the Adult Years; N425 Nursing in Complex Health Problems Through the Life Cycle; N435 Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing

**Only taken by LVN Advanced Placement option students

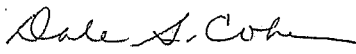
Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	N405; N415; N424; N425; N435; N305**	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance Through the Life Cycle; N424 Nursing in Health Problems Through the Adult Years; N425 Nursing in Complex Health Problems Through the Life Cycle; N435 Complex and Multiple Patient Care	24 of 48 u
Obstetrical	N415	N415 Nursing and Health Maintenance Through the Life Cycle	4 of 12 u
Pediatric	N415	N415 Nursing and Health Maintenance in the Adult Years	4 of 12 u
Psych/Mental Health	N425	N425 Nursing in Complex Health Problems Through the Life Cycle	4 of 12 u
Geriatrics	N405; N415; N424; N425; N435; N305**	N405 Fundamentals of Health and Nursing Care; N415 Nursing and Health Maintenance Across the Life Cycle; N424 Nursing in Health Problems During the Adult Years; N425 Nursing in Complex Health Problems Through the Life Cycle; N435 Nursing in Complex and Multiple Patient Care; N305 Transition to Associate Degree Nursing	12 u
N305 (5u) required for LVN-RN Advanced Placement only	N305**	N305 Transition to Associate Degree Nursing	(5 u)
BASIC SCIENCES			
Anatomy	Bio 430	Anatomy and Physiology	5
Physiology	Bio 431	Anatomy and Physiology	5
Microbiology	Bio 440	Microbiology	4

Societal/Cultural Pattern	Sociology 300 or Anthropology 310	Introductory Principles of Sociology or Cultural Anthropology	3
Psychology	Psych 300	General Principles of Psychology	3
Nutrition	FCS 340	Nutrition	3
Human Growth and Development	FCS 324	Human Development: A Life Span	3
COMMUNICATION			
Group			
Verbal	Comm 301 or Comm 331	Comm 301-Introduction to Public Speaking or Comm 331- Group Discussion	3
Written	English 300	College Composition	3
* TOTAL UNITS			80 U (generic) Or 85 U for LVN AP

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	N425	N425- Nursing in Complex Health Problems Through the Life Cycle	2 of 8
	N435	N435-Complex and Multiple Patient Care	4 of 12
Psych/Mental Health	N425	N425 Nursing in Complex Health Problems Through the Life Cycle	4 of 8
Geriatrics	N425,	N425- Nursing in Complex Health Problems Through the Life Cycle	2 of 8
	N435	N435-Complex and Multiple Patient Care	2 of 12
Management/Leadership	N435	N435-Complex and Multiple Patient Care	6 of 12
BASIC SCIENCES			
Physiology	Varies	Course number and title varies; required transferable physiology lecture and lab equivalent to BIO 430/431 physiology content	5
Microbiology	Micro 440	General Microbiology	4
TOTAL UNITS			29
Signature Program Director/Designee:		Date:	
		9/16/11	

TOTAL CURRICULUM PLAN**GENERIC PROGRAM**Executive Officer
(916) 322-3350**Submit in duplicate**

Name of Program: Sacramento City College Associate Degree Nursing (p.1)								Date Submitted:					
Type of Program: <input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree								For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____					
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.													
Check appropriate year:		Check:		Total Units	Theory		Lab		Total Hrs				
<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		<input type="checkbox"/> Semester <input type="checkbox"/> Quarter			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab			
Quarter/Semester													
	M	S	O	C	P	G							
Bio 430 (A&P)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	3	3.3	2	6.6	54	108
Micro 440	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	3	3.3	1	3.3	54	54
FCS 324 Human Dev.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3				54	
Psyc 300	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3				54	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Total				15	12	6.6	3	9.9	216	162			
Quarter/Semester										Total Hrs			
	M	S	O	C	P	G							
Bio 431 (A&P)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	3	3.3	2	6.6	54	108
Engl 300	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3.3			54	
FCS 340 Nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3.3			54	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Total				11	9	9.9	2	6.6	162	108			
Quarter/Semester										Total Hrs			
	M	S	O	C	P	G							
N405	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12	6	6.5	6	20	108	324
Comm 301 or 331	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3.3			54	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Total				15	9	9.8	6	20	162	324			

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350**GENERIC PROGRAM**

Submit in duplicate

Name of Program: Sacramento City College Associate Degree Nursing (page 2)						Date Submitted: 9/15/11					
Type of Program: <input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree						For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____					
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											
Check appropriate year: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		Total Units		Theory Units Hr/Wk		Lab Units Hr/Wk		Total Hrs Theory Lab	
Quarter/Semester		M S O C P G									
N415		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		12		6 6.5		6 20		108 324	
Soc 300 or Anth 310		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		3		3 3.3				54	
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>									
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>									
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>									
Total				15		9 9.8		6 20		162 324	
Quarter/Semester		M S O C P G								Total Hrs	
N424		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		4		2 2.2		2 20 x 5.4 wk		36 108	
N425		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		8		4 4.3		4 20 x 10.8 wk		72 216	
Multicultural study		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		3		3 3.3					
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>									
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>									
Total				15		9 9.8		6 20		108 324	
Quarter/Semester		M S O C P G								Total Hrs	
N435		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		12		6 6.5		6 20		108 324	
PE + Living Skills				3				1 3		54	
American Institutions		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		3		3 3				54	
Humanities		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		3							
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>									
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>									
Total				21		9 9.5		7 23		162 378	

TOTAL CURRICULUM PLAN**ADVANCED PLACEMENT (LVN-RN CAREER MOBILITY)**Executive Officer
(916) 322-3350

Submit in duplicate

Name of Program: Sacramento City College Associate Degree Nursing (p.1)										Date Submitted:			
Type of Program: <input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree CA LVN LICENSE REQUIRED (All pre-requisites and co-requisites of generic program required)										For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____			
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.													
Check appropriate year:		Check:		Total Units	Theory		Lab		Total Hrs				
<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		<input type="checkbox"/> Semester <input type="checkbox"/> Quarter			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab			
Quarter/Semester													
	M	S	O	C	P	G							
Bio 430 (A&P)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	3	3.3	2	6.6	54	108
Micro 440	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	3	3.3	1	3.3	54	54
FCS 324 Human Dev.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3				54	
Psyc 300	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3				54	
Comm 301	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3.3			54	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Total				18	15	6.6	3	9.9	270	162			
Quarter/Semester												Total Hrs	
	M	S	O	C	P	G							
Bio 431 (A&P)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	3	3.3	2	6.6	54	108
Engl 300	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3.3			54	
FCS 340	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3.3			54	
Soc 300 or Anth 310	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	3.3			54	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Total				14	12	13.2	2	6.6	216	108			
Quarter/Semester												Total Hrs	
	M	S	O	C	P	G							

TOTAL CURRICULUM PLANExecutive Officer
(916) 322-3350**ADVANCED PLACEMENT –LVN-RN CAREER MOBILITY****Submit in duplicate**

Name of Program: Sacramento City College Associate Degree Nursing (page 2)								Date Submitted: 9/15/11			
Type of Program: <input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree (16.4 week calendar schedule) CA LVN license required								For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not-Approved By: _____ Date: _____			
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											
Check appropriate year:		Check:		Total Units	Theory		Lab		Total Hrs		
<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		<input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab	
Quarter/Semester											
Summer – 6 wk				M	S	O	C	P	G		
N305 (Transition				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5 3 9 2 18 54 108	
to AD Nursing				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
(Required)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
LVN transfer credit N405				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12 6 6.5 6 20 108 324	
LVN transfer credit N415				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12 6 6.5 6 20 108 324	
(Forwarded on admission)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Total				29	15	22	14	58	270	756	
Quarter/Semester										Total Hrs	
Fall				M	S	O	C	P	G		
3rd sem N424				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4 2 2.2 2 20 x 5.4 wk 36 108	
3rd sem N425				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	8 4 4.3 4 20 x 10.8 wk 72 216	
Multicultural study				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3 3 3.3 54	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Total				15	9	9.8	6	20	162	324	
Quarter/Semester										Total Hrs	
Spring				M	S	O	C	P	G		
4th sem N435				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12 6 6.5 6 20 108 324	
PE + Living Skills										3 1 3.3 54	
American Institutions				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3 3 3.3 54	
Humanities				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Total				21	9	9.8	7	23.3	162	378	

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350**30 UNIT OPTION**

Submit in duplicate

Name of Program: Sacramento City College Associate Degree Nursing						Date Submitted: 9/15/11				
Type of Program: <input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree CA LVN license required						For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____				
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.										
Check appropriate year:		Check:		Total Units	Theory		Lab		Total Hrs	
<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		<input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Quarter/Semester										
M S O C P G										
Bio 440 Microbiology				4	3	3.3	1	3.3	54	54
Physiology w/lab;equivalent to 430/431 content				5	3	3.3	2	6.6	54	108
Total				9	6	6.6	3	9.9	108	162
Quarter/Semester									Total Hrs	
M S O C P G										
N425				8	4	4.3	4	20 x 10.8 wk	72	216
Total										
Quarter/Semester									Total Hrs	
M S O C P G										
N435				12	6	6.5	6	20	108	324
Total				12	6	6.5	6	20	108	324

PROGRAM TOTAL = 29 UNITS

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 1.7

DATE: October 12, 2011

ACTION REQUESTED: Regulatory Proposal: California Code of Regulations, Article 10,
Sponsored Free Health Care Event – Requirements for Exemption.

REQUESTED BY: Geri Nibbs, MN, RN, NEC
Bobbi Pierce, SSM

BACKGROUND:

Assembly Bill 2699 (Bates) was chaptered last year and became effective January 1, 2011. The statute permits the Board to issue authorization for registered nurses licensed in another state, district, or territory of the United States to provide nursing services at “sponsored events” in this state without obtaining a California RN license. The statute defines “sponsored event” as “an event, not to exceed 10 calendar days, administered by either a sponsoring entity or a local government, or both, through which health care is provided to the public without compensation to the health care practitioner.” The sponsoring entity must: register with the Board; provide specified information to the county health department in which the services will be provided; and comply with reporting and record keeping requirements. The out-of-state registered nurse must meet specified requirements. The statute is repealed January 1, 2014, unless extended.

Proposed BRN regulatory language and two documents that are to be included in regulation by reference were presented at the September 14, 2011 Board meeting. The regulatory proposal is proceeding through the regulatory process and a verbal report will be presented at this ELC meeting regarding progress of the proposal.

NEXT STEP: Submit to Board

FISCAL IMPLICATION, IF ANY:

PERSON TO CONTACT: Geri Nibbs, NEC
(916) 574-7682

Bobbi Pierce, Licensing Staff Services Manager
(916) 574-7668

**BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary**

AGENDA ITEM: 1.7
DATE: October 12, 2011

ACTION REQUESTED: 2010-2011 Annual School Survey Update

REQUESTED BY: Julie Campbell-Warnock
Research Program Specialist

BACKGROUND:

The BRN 2010-2011 Annual School Survey is available online for nursing programs to complete. The BRN requests nursing programs to complete the survey as soon as possible so data can be compiled and reported in a timely manner. The deadline for submitting responses is November 15, 2011. The time period for the data being collected is from August 1, 2010 to July 31, 2011 and the survey census date is October 15, 2011.

All nursing program directors in California should have received e-mail notification of the survey on October 3, 2011. In order for schools to obtain access to the survey in a timely manner, they are asked to notify the Board of any program director email address changes as soon as possible, or if email notification regarding the survey is not received.

The survey collects data on enrollments, graduations, faculty, etc. from California pre-licensure nursing programs. While much of the content remains similar, revisions are made in order to collect more accurate data or to obtain information on current issues. Some changes to the 2010-2011 survey include some additional questions related to program information and expansion of questions related to clinical placements. Reports compiled from data collected from previous surveys can be found on the BRN Web site at <http://rn.ca.gov/forms/pubs.shtml>.

Assistance for survey respondents is available from the BRN's Nursing Education Consultants and research specialist for content and from UCSF staff for technical issues. The Board anticipates that a draft statewide report will be available for the January/February 2012 Education Licensing Committee meeting and regional reports in March/April 2012. Data will be presented in aggregate form and will describe overall trends for both statewide and regional areas.

NEXT STEPS: Collect data and prepare reports.

FINANCIAL IMPLICATIONS, IF ANY: None

PERSON TO CONTACT: Julie Campbell-Warnock
Research Program Specialist
(916) 574-7681

**BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary**

AGENDA ITEM: 1.8
DATE: October 12, 2011

ACTION REQUESTED: Licensing Program Overview and Statistics

REQUESTED BY: Bobbi Pierce, Program Manager
Licensing Standards and Evaluations

BACKGROUND:

Program Update

The Board of Registered Nursing is currently evaluating applications for licensure by endorsement. We also received and processed 78 rosters for California graduates in the month of September. The Licensing Program has no pending rosters for October graduates.

California schools are able to submit Individual Candidate Rosters 4 weeks prior to graduation. Students historically have submitted applications 2 to 3 months prior to graduation. Based on prior years, we should begin receiving applications for fall graduates beginning this month.

We are still in the process of upgrading our Key Data Operator positions. We are hopeful the upgrade will create a larger applicant pool and that we hire qualified candidates. The Office Services Supervisor II (OSSII) in the support unit is still vacant. The position has been re-advertised in hopes that there will be more applicants. The OSSII position is vital to maintaining the workflow of the Licensing Support Unit.

Statistics:

The Department of Consumer Affairs (DCA), in conjunction with the Board, was providing statistical reports to the Governor's Office and the State and Consumer Services Agency on a monthly basis for the Licensing and Job Creation Report. This project has been on-going since January 2010.

DCA staff is currently working on the BreEZe Project (computer update) and notified us that monthly statistics would not be required for September. An e-mail will be sent when we are required to resume reporting statistics.

The statistics for the last 2 fiscal years and the first 2 ½ months of the current fiscal year are attached. You will note that there is a decrease in the number of applications for examination, endorsement and repeaters. It is believed that the economic slowdown and the Board no longer accepting applications without a United States Social Security Number have lead to this decrease.

Issues:

Philippines

- The Commission on Higher Education (CHED) has established curriculum and course requirements for the nursing programs. We are receiving transcripts that do not follow

the CHED required curriculum and course sequence, and in many instances, the course sequence does not follow the description provided in the schools own handbook.

- Many schools are proposing programs designed specifically for US students that would differ from the program offered to citizens of the Philippines. The program could be shorter in length, including fewer hours required in theory and clinical practice; and courses may not be taken in the sequence as established by CHED or the current program.
- There are no requirements for students who stop their nursing education and years later resume their nursing education in the Philippines. For example; if a student completed all but one nursing course prior to leaving the program and returned 10 years later, they would only be required to complete that one course prior to receiving their nursing degree.
- Because students are not following the established course sequence, the theory and clinical practice are not being completed concurrently; and in some cases clinical practice is being completed after the degree has been awarded.
- The Board has been contacted by new nursing programs asking if they could use a curriculum from one of our approved nursing programs so their students would be guaranteed to meet all education requirements and qualified to take the NCELX-RN examination.

China

- Students complete skills labs during the first, second and third years of a program with very little clinical practice. The clinical practice is completed during the last part of the third year and the fourth year, thus the theory and clinical practice are not concurrent.
- Skills labs are completed in lieu of clinical practice and in some schools the majority of the clinical practice is done through simulation.

When an applicant's education does not meet our minimum requirements, it is difficult for the applicant to find a nursing program where course work can be completed. California Code of Regulations Section 1410.4 allows the applicant a period of 3 years in which to complete additional course work. Even with 3 years, applicants cannot find placements. .

We are receiving questionable documents from Sierra Leone, Nigeria, China, Nepal, Philippines and the former Soviet Union.

NEXT STEPS:	Continue to monitor licensure applicants received by the Board
FISCAL IMPLICATION(S), IF ANY:	None
PERSON TO CONTACT;	Bobbi Pierce, Staff Services Manager 1 Licensing Standards and Evaluations (916) 515-5258

**CALIFORNIA BOARD OF REGISTERED NURSING
LICENSING STATISTICS**

	FISCAL YEAR 2009/10			FISCAL YEAR 2010/11			FISCAL YEAR 2011/12 7-1-11 to 9/27/11		
DESCRIPTIONS	APPS RECEIVED	**APPS PENDING	LICENSES & CERTS ISSUED	APPS RECEIVED	**APPS PENDNG	LICENSES & CERTS ISSUED	APPS RECEIVED	**APPS PENDING	LICENSES & CERTS ISSUED
REGISTERED NURSE – EXAMINATIONS ENDORSEMENTS & REPEAERS	44,516	7,492	23,357	34,559	5,933	23,150	7,294	6,537	7,114
CLINICAL NURSE SPECIALISTS	240	27	204	200	97	197	89	69	86
NURSE ANESTHETISTS	139	4	124	148	22	145	60	45	33
NURSE MIDWIVES	42	0	38*	44	18	48*	30	52	30
NURSE MIDWIFE FURNISHING NUMBER	37	2	32	23	6	23	12	3	13
NURSE PRACTITIONERS	937	9	854	838	263	917	482	92	518
NURSE PRACTITIONER FURNISHING NUMBER	670	7	598	699	65	751	184	46	199
PSYCH/MENTAL HEALTH LISTING	5	1	4	8	5	6	2	6	0
PUBLIC HEALTH NURSE	2,538	120	2,373	2,679	343	2,712	747	357	787

*Nurse-Midwife applicants are often educated outside of the United States and must remediate course work prior to certification.

**Applications pending – Initial evaluation is complete; additional documentation required to complete file or applicant needs to